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ABSTRACT

This publication contains the story of how the idea for a network conceived through CONFINTEA V became a [virtual] reality in ALADIN, the Adult Learning Documentation and Information Network. Part I contains 15 papers delivered as a part of the CONFINTEA workshop, "Global Community of Adult Learning through Information and Documentation: Developing a Network of Networks." The papers are "The Right To Know--The Global Community of Adult Education through Information and Documentation" (Terrance Keenan); "The World Bank's View on Sharing Information" (John Oxenham); "Adult Education Information and Documentation: A 'Third World' Literacy Research Perspective" (Agneta Lind); "Global Community of Adult Education through Information and Documentation" (Justin Ellis); "Experiences of the Institute for International Cooperation of the German Adult Education Association. Focus: Hungary" (Heribert Hinzen); "Serving the Global Community of Adult Education: Experiences of the J. Roby Kidd Resource Centre, International Council for Adult Education (ICAE)" (Eva Kupidura); "Adult Education Documentation and Information Services of the Rossing Foundation" (Martha Nghidengua); "The Documentation and Information Department of ALECSO, the Arab League's Educational, Cultural, and Scientific Organization" (Abdulaziz Al Sunbul); "Asia/Pacific Literacy Database (Joint Development of UNESCO PROAP and ACCU)--A Suggestion for Creating an Effective Literacy Networking System in Asia and the Pacific" (Victor Ordonez, Shigeru Aoyagi); "ALICE--Information Bank on Nonformal Adult Education in Europe" (Lucien Bosselaers); "The 'State of the Art' and Experiences of the Former Socialist Countries of Central and Eastern Europe in the Field of Adult Education Information and Documentation Services" (Zoran Jelenc); "Latin American Educational Information and Documentation Network (REDUC): Self-Assessment" (Alfredo Rojas Figueroa); "The Current Status of Information and Documentation in Adult Education in

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Mexico" (Judith Kalman); "Reflections on Adult Education Documentation and Information: The Experiences of CDEACF" (Rosalie Ndejuru); and "ERIC--An Adult Educator's Perspective" (Susan Imel). Part II relates how, under the leadership of the UNESCO Institute for Education, the network has become a reality. It contains information about development and publication/implementation of the following items: "Developing a Network of Adult Learning Documentation and Information Services," an analytical and annotated directory; (2) a fellowship program in which participants developed draft regional action plans; (3) three-day expert seminar, ALADIN; (4) the ALADIN Web site; and (5) an e-mail seminar of ALADIN task force members. (YLB)

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From Idea to Virtual Reality: ALADIN - the Adult Learning Documentation and Information Network

Report of a CONFINTEA V Workshop and its Follow-up

Edited by
Ursula Giere and Susan Imel

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TABLE OF CONTENTS

FOREWORD 1

INTRODUCTION 3

PART I: **Papers Presented at the CONFINTEA Workshop**
Edited and abridged by Ursula Giere and Susan Imel 5

THE RIGHT TO KNOW - THE GLOBAL COMMUNITY OF ADULT EDUCATION THROUGH INFORMATION AND DOCUMENTATION
Terrance Keenan 7

THE WORLD BANK'S VIEW ON SHARING INFORMATION
John Oxenham 11

ADULT EDUCATION INFORMATION AND DOCUMENTATION : A "THIRD WORLD" LITERACY RESEARCH PERSPECTIVE
Agneta Lind 13

GLOBAL COMMUNITY OF ADULT EDUCATION THROUGH INFORMATION AND DOCUMENTATION
Justin Ellis 15

EXPERIENCES OF THE INSTITUTE FOR INTERNATIONAL COOPERATION OF THE GERMAN ADULT EDUCATION ASSOCIATION. FOCUS: HUNGARY
Heribert Hinzen 19

SERVING THE GLOBAL COMMUNITY OF ADULT EDUCATION : EXPERIENCES OF THE J. ROBY KIDD RESOURCE CENTRE, INTERNATIONAL COUNCIL FOR ADULT EDUCATION (ICAE)
Eva Kupidura 23

ADULT EDUCATION DOCUMENTATION AND INFORMATION SERVICES OF THE RÖSSING FOUNDATION
Martha Nghidengua 27

THE DOCUMENTATION AND INFORMATION DEPARTMENT OF ALECSO
Abdulaziz Al Sunbul, ALECSO 31

ASIA/PACIFIC LITERACY DATABASE (JOINT DEVELOPMENT OF UNESCO PROAPAND ACCU) - A SUGGESTION FOR CREATING AN EFFECTIVE NETWORKING SYSTEM IN ASIA AND THE PACIFIC
Victor Ordonez and Shigeru Aoyagi 33

ALICE - INFORMATION BANK ON NON-FORMAL ADULT EDUCATION IN EUROPE
Lucien Bosselaers 39

THE "STATE OF THE ART" AND EXPERIENCES OF THE FORMER SOCIALIST COUNTRIES OF CENTRAL AND EASTERN EUROPE IN THE FIELD OF ADULT EDUCATION INFORMATION AND DOCUMENTATION SERVICES
Zoran Jelenc 41

LATIN AMERICAN EDUCATIONAL INFORMATION AND DOCUMENTATION NETWORK (REDUC): SELF-ASSESSEMENT
Alfredo Rojas Figueroa 43

THE CURRENT STATUS OF INFORMATION AND DOCUMENTATION IN ADULT EDUCATION IN MEXICO
Judith Kalman 49

REFLECTIONS ON ADULT EDUCATION DOCUMENTATION AND INFORMATION: THE EXPERIENCES OF CDEACF
Rosalie Ndejuru 51

ERIC - AN ADULT EDUCATOR'S PERSPECTIVE
Susan Imel 57

PART II: ALADIN: A Virtual Reality 61

ALADIN-BECOMING A VIRTUAL REALITY
Ursula Giere and Susan Imel 63

ANNEX 1: LIST OF PARTICIPANTS AT THE EXPERT/STEERING COMMITTEE SEMINAR "Global Community of Adult Education Through Information and Documentation: Creating an Adult Learning Documentation and Information Network (ALADIN)" - Hamburg, 29 - 31 October, 1998 77

ANNEX 2: LIST OF ALADIN TASK FORCE MEMBERS 81

ANNEX 3 : ALADIN PUBLICATIONS AVAILABLE FROM UIE 83

ANNEX 4 : FURTHER PUBLICATIONS RELEVANT TO THIS TOPIC 85

FOREWORD

One of the less visible but most promising developments that took place at the Fifth International Conference on Adult Education was the debate held at the Workshop on Information and Documentation. It was there and then that the Adult Learning Information and Documentation Project (ALADIN) was launched.

This outcome of CONFINTEA will be one of the most important because of the lasting impact it will have. The organisation of an interactive knowledge management system was much needed in our domain. In a field as vast and diverse as adult learning we are faced with a double challenge. First, there is the necessity to make sure that programme development and policy-making are supported by relevant documentation and continuously updated information from other countries or content areas. Secondly, however, we are confronted with the difficulty of locating and contacting the relevant documentation and resource centres as well as accessing and retrieving the needed material.

To debate these issues and find appropriate solutions, the workshop, held in July 1997, gathered a unique group of people representing both the potential users and the most currently active documentation centres in the field. This publication includes the papers given by representatives of each of these groups of participants and presents a synthesis of the debates.

The two editors Ursula Giere of the UNESCO Institute for Education (UIE) and Susan Imel of the ERIC Clearinghouse on Adult, Career, and Vocational Education, deserve to be thanked warmly for having rigorously collected and edited the key documents. They have also made the judicious decision to include a report of the expert seminar held by UIE in October 1998 to develop the ALADIN Project and to insert an updated description of this interactive network as of November 1999, when, after a special virtual session of its task force (approximately ten members), it became fully operational.

Beyond its historical value, this publication provides the reader with a very professional introduction to the field of adult education documentation and information sharing.

Paul Bélanger,
Director UIE,
20 December 1999

INTRODUCTION

In spite of the explosion of knowledge and new media, access to adult education documentation and information services remains a dream for many researchers, policy-makers, community groups, businesses, adult learners, educators of adults and others engaged in lifelong learning around the world. Since adult education documentation and information centres lack sufficient financial and human resources, they cannot adequately fulfil their tasks at a time of increasing demand for adult education and training.

Most of the established adult education documentation centres are located in Western Europe and North America and they collect, analyse, and disseminate predominantly mainstream knowledge without reaching to the indigenous and grassroots literature/media. In many developing countries such documentation and information centres are hardly yet developed. New technologies have, if anything, widened the information gap between industrialized countries and developing countries. Even where efficient documentation centres or access to the World Wide Web are available, the centres often operate in an isolated way.

It is quite obvious that one centre alone cannot cope with the increasing demand, the diversification, the cultural variety and the complexity of information, reaching far beyond the education sector, including fields such as health, environment, agriculture, gender, and literacy. The sharing of resources and international cooperation is a necessity and a challenge, including how to incorporate those centres that are not electronically linked in order to counteract the growing information gap.

Against this backdrop, the Documentation Centre of the UNESCO Institute for Education (UIE) has initiated the establishment of ALADIN, the Adult Learning Documentation and Information Network. The genesis of the idea for ALADIN emerged from CONFINTEA V, held in Hamburg in 1997. For the first time in the history of UNESCO International Conferences on Adult Education, a workshop focusing explicitly on adult education documentation and information was conducted. Coordinated by Ursula Giere, Head of UIE's Documentation Centre, this workshop—and the planning that led up to it—set the stage for the development of a worldwide network of adult education documentation and information centres.

This publication contains the story of how the idea for a network conceived through CONFINTEA V became a [virtual] reality in ALADIN. The first section contains a set of papers that were delivered as a part of the CONFINTEA workshop, "Global Community of Adult Learning through Information and Documentation: Developing a Network of Networks." Chaired by Terrance Keenan, Syracuse University Library, the workshop featured presentations by Martha Nghidengua, Rössing Foundation, Namibia; Eva Kupidura, International Council for

(REDUC); Susan Imel, ERIC Clearinghouse on Adult, Career, and Vocational Education; Justin Ellis, Ministry of Basic Education and Culture, Namibia; Zoran Jelenc, Slovene Adult Education Centre; Judith Kalman, Departamento de Investigaciones Educativas, Mexico; Agneta Lind, Swedish International Development Agency (SIDA); Shigeru Aoyagi, Asian Pacific Cultural Centre for UNESCO (ACCU); Lucien Bosselaers, Information Centre for Non-formal Adult Education in Europe (ALICE); Abdulaziz Al Sunbul, ALECSO, a Pan-Arab organisation based in Tunisia; and Heribert Hinzen, German Adult Education Association (DVV). A paper by John Oxenham of the World Bank has been included here, as well.

What emerged from the workshop was the need for correcting the uneven distribution of documentation centres and of networking; promoting the flow of information between both industrialized and developing countries, from South to North, from East to West and *vice versa*; and bringing in those centres that are not linked electronically. The workshop unanimously supported the idea of developing a global network. Together, the first four papers—those by Terrance Keenan, John Oxenham, Agneta Lind, and Justin Ellis—provide a rationale and statement of need for a worldwide network of adult education documentation centres. The balance of the papers describe existing centres and provide perspectives about the benefits of a network for their respective centres.

The second section of the publication relates how, under the leadership of the UNESCO Institute for Education, the network has become a reality. The section contains information about the following activities: the development and publication of ***Developing a Network of Adult Learning Documentation and Information Services***, an analytical and annotated directory; a fellowship programme in which participants developed draft regional action plans; a 3-day expert seminar, "Adult Learning Documentation and Information Network," (ALADIN) convened in Hamburg, Germany, 29-31 October, 1998; the development and implementation of the ALADIN website; and an e-mail seminar of ALADIN Task Force members, convened 15-20 November, 1999.

Ursula Giere, UNESCO Institute for Education
Susan Imel, ERIC Clearinghouse on Adult, Career, and Vocational Education

PART I

Papers Presented at the CONFINTEA Workshop

Edited and abridged by Ursula Giere and Susan Imel

Terrance Keenan
Syracuse University Library

THE RIGHT TO KNOW

THE GLOBAL COMMUNITY OF ADULT EDUCATION THROUGH INFORMATION AND DOCUMENTATION

Learning takes place whenever there is an opportunity for adults to confront knowledge.
Alexander N. Charters, UIE Documentation Working Group, Hamburg, April 1997

An Overview

To an adult wishing to learn, the idea of adult education may seem self-evident. Yet, there is no simple definition to encompass all of adult education. It has almost always been a community-based cultural phenomenon subsumed under socio-economic theory, or diffused through the complexity of an adult group's structure and mobility, and it has quite different sets of purposes from the education of children. Adult education has such a long history and is such a part of our social fabric that we take it for granted and, consequently, cannot think what pieces of it may have lasting value.

Documentation - whether traditional in form, electronic, or in other media - is both the hard evidence of work in the field and a basic tool of the trade. Data have meaning only in the context of how they are used and context may not be self-evident in a single document. Data must be seen in relation to a larger whole — for example in the context of an individual's papers or in an organization's records and the place of such papers and records in the course of national events. To lay a claim for the social role of adult education, to assure the rights of those who engage in the discipline, to assure a kind of historical accountability to the immediate requirements of today with applicable knowledge, a need exists to organize a strategy to harness the energy of organized information and documentation. Adult education is a natural part of civilization and we have a responsibility to see something so basic is not lost. This is where we begin.

How do you get information? How do you disseminate information? How do you know what others in adult education are doing? Can you link what is going on in the world with your needs at home? Adult education documentation centres answer these questions and, in some ways, are the answers to these questions. Providing equitable access to adult education information on a global scale is our challenge. Cultural, ethnic, and linguistic diversity confront this challenge directly. Communication is not simply transferring data, but includes the understanding of all the elements that affect the nature and value of information. In their essential supporting role, through their own cultural diversity and variety of specializations, documentation centres facilitate access to information. Is it enough?

Potential users of adult education documentation and information come from a heterogeneous group representing varied sectors such as education, services, business, research, technology and policy. The contexts and values of these sectors pull users in many directions, often creating conflicts of commitments or restrictions in crossing so-called professional boundaries. Even within a single culture or nation such diverse orientations may have differing modes of communication making it difficult to be informed about what others are doing. Also, information and documentation cannot be neutral agents. They reflect the values and expectations of those who "produce, select, manage, transmit, and use [them]" (Dosa 1997, p. 42).

Information by itself is just data. Some person is necessary to turn the production and dissemination of information into an application. Adults in need of learning are not only rural and urban poor, but are also present in the many layers of societies caught in social upheaval and change brought on by a new world order of economics and changing communication. Indeed, what will be most essential for participants in CONFINTEA V to become aware of will be the new multi-channel flow of information not just from industrialized to developing countries, but from north to south, east to west, and vice versa, that must be managed and networked into what might be called "self-directed functionality" by specialists at documentation centres.

One way of addressing the need for a creative and adaptive response to changing economic and social conditions that affect adult learners is through documentation centres run by professionals who can design and develop programmes that address local circumstances. In this way they become gateways between mere data and useful knowledge. Clearly the role of the documentation and information specialist must change from one of merely information (data) transmitter to one who assists with information management and knowledge production. They must be aware of their own nation's policies and how those policies relate to the larger global community. They must have access to the world of products and services and know how they relate to local economic and social conditions (such as available facilities or technologies, levels of ability within the adult learning community etc.). They must understand local government policy and its relation to the legal and regulatory framework, all to help foster self-reliance and partnerships among differing sectors of society so the learning and change become inclusive rather than exclusive.

Documentation and information specialists are in an ideal position to recognize and address the socio-cultural factors that can impede change. They are part of the heritage of societal values and beliefs, of the political ideologies, or the dynamics of the economy and of social systems and can write and publish in the languages spoken or written. They recognize the local capabilities to absorb and use information. They can become the gateways toward building "flexibility, tolerance, and adaptive capability" (Dosa 1997, p.30).

Often, however, documentation and information specialists and their centres operate in isolation from one another and from potential constituents. The complexity of documentalists reaching one another is complicated by the fact that information is often considered either too powerless to make any difference (thus not requiring support) or too powerful to avoid domineering (thus restricting access & support). Information specialists, librarians or documentalists have to become linked.

How can these far flung and seemingly disparate documentation centres relate to one another, and, seeing the relationship, how do they connect? The obvious answer in today's terms is through some form of networking. It will be important for us to define and describe the kinds of networks involved in a network of networks. Possibly, there are as many ideas about the nature of networks as there are people. Will it be closed or open, centralized or fluctuating? What are the concepts of kinship that connect the elements of a single network? Can we link networks where the bonds are not so clear, such as between social support groups, "invisible colleges," learning networks, inter-agency connections etc. Our networks will use many forms of communication because many participants will not have access to electronic communication. Will the same policy issues touching printed or spoken matters apply to electronic affairs? We must gauge the extent of coordination, who can participate, equity of access, the credibility of shared resources, the ownership (copyright) of ideas, confidentiality.

". . . [I]nnovation in adult education by the increased use of information seems to be in reach. What people desperately miss in many societies is the possibility to change conditions." (Dosa p.45). Adult education documentation is on the Agenda at CONFINTEA V because adult educators have been central in advocating the role of adult learning in societal change.

The UIE Documentation Working Group and *The Agenda for the Future*

From April 7 through 9, 1997, the UNESCO Institute for Education (UIE) hosted a pre-conference meeting on adult education documentation. The working group consisted of:

- Imke Behr, UIE, Assistant Librarian
- Paul Belanger, UIE, Director, Hamburg
- Alexander N. Charters, Syracuse
- Ursula Giere, UIE, Head, Documentation Centre, Coordinator of the Working Group
- Terrance Keenan, Syracuse University
- Eva Kupidura, ICAE, Toronto
- Rosalie Ndejuru, CDEACF, Montreal
- Alfredo Rojas, OREALC, Santiago
- Wanda Rokicka, IBE, Geneva

Although CONFINTEA V is the fifth international conference on adult learning since 1949, it is the first one in which adult education documentation is part of the conference agenda. The key substantive issues of adult literacy, women's empowerment, the employment crisis, diversity and equality, and a culture of peace are covered in, ***The Draft Agenda for the Future***, a 22 page detailed action plan that will be the main proposition before the UNESCO Assembly of some 150 countries. The hidden but fundamental supporting role of documentation is seen as an essential element in the Draft Agenda. The working group had two basic tasks: (1) to suggest amendments to the Agenda and (2) to plan a three hour session scheduled for midweek during the conference. The group developed five amendments for the draft agenda and decided to make the three hour session a workshop.

According to the draft action plan for the workshop, "Documentation centres are in the unique position to create partnerships with all elements of the global adult education community to anticipate the learning needs of the future -- leading to a new social intelligence, an active understanding of an individual's place and meaning within the context of humanity. No single documentation centre can accomplish this alone. A harmony of effort is required. In order to move toward equity of access in all respects we propose to develop a network of networks, a network consciously decentralized that can work only through active participation." To accomplish this the following actions need to be taken: define UNESCO's coordinating role; map documentation centres; map documentation demand and users; find support for local "gateways"; create visibility; link traditional and technological resources; develop resource sharing; develop cooperative strategies for collection, production, and dissemination; and increase pro-active activities (research conferences, analytical bibliographies, manuals, workshops, study circles, and so forth).

> "The right to know and to be known - the equitable access to learning is essential to the citizenship in a democratized global community. Despite the explosion of information and the demand for new skills and learning, the gap between users and providers of documentation is increasing with cuts in programmes and the elimination of documentation centres. Further, in many parts of the world there have never been resources of adult education documentation.
>
> As citizens of the adult education community we have a common understanding that there is a great need to provide equity of access to all kinds of information and documentation to adult learners and educators of adults, to researchers and policy makers, and to everyone engaged in continuous learning.
>
> 'Reinventing the wheel' is a common trap that grassroots educators and organizations designing educational programmes fall into. Unaware of counterparts elsewhere in the world that have already designed similar programmes, they fall prey to repeating the same process over again. If they had timely access to information about the work of their counterparts, a great deal of time, energy and resources could be saved and put towards other priorities for mutual benefit.
>
> Documentation centres are in a unique position to create partnerships with all elements of the global adult education community to anticipate the learning needs of the future - leading to a new social intelligence, an active understanding of an individual's place and meaning within the context of humanity. No single documentation centre can accomplish this alone." ("Documentation Draft Action Plan" Giere, Kupidura, & Keenan)

Sources

Dosa, M. *Across All Borders: International Information Flows and Applications* (Collected Papers), Scarecrow Press, Lanham MD & London, 1997.

Giere, U.; Kupidura, E.; and Keenan, T. "Documentation Draft Action Plan" 1997.

John Oxenham
World Bank

THE WORLD BANK'S VIEW ON SHARING INFORMATION

Since becoming President of the World Bank in 1995, Mr. James Wolfensohn has made clear and stressed his vision of a "Knowledge Bank". The essence of that vision is simple: lending to and cooperating with its owner-member countries in all sectors of economic and social development have given the World Bank a store of information and expertise. This enormous accumulation obliges it to develop more and better ways to put that information usefully at the disposal of its owners. To realise that vision, the World Bank is pushing at the capabilities of traditional media like print, radio and television, as well as of the newer media of the Internet and World Wide Web, CD-ROM and the potentials of distance learning. It has set up special units like the Information Solution Group and *info*Dev to promote and monitor experiments, and has strongly encouraged its Economic Development Institute to try out new forums and media to enable member governments and countries to keep abreast of best policy and practice in development.

However, the World Bank does not have a comparative advantage in all the many fields of development. Nor does it have a monopoly on the correct interpretation of phenomena that are open to several competing explanations. To supplement its own resources, the World Bank acknowledges that it needs to form partnerships with those who are more experienced in particular areas, as well as with those who propose alternative perspectives in explaining or predicting from particular sets of events or processes. Such partnerships can now capitalise on the relatively new electronic media to operate more intensively through lively networks that can keep people in touch with each other instantaneously and cheaply and that substantially abbreviate the gap between the availability and the dissemination of information and ideas.

In the field of adult learning, the World Bank takes the position that development in general is crucially dependent on adults´ having access and ability to use opportunities to learn in all spheres pertinent to their lives. All the Bank´s investment projects provide for it. In addition, between July, 1997 and June, 1998, the Bank will have invested some $32 million in learning opportunities for its own staff, while its Economic Development Institute will have invested a further $61 million of its own and cofinanciers´ money in learning events for the officials and peoples of its member states.

Nonetheless, in the more focused area of learning for adults who have not had the opportunity of schooling, are illiterate and lack access to the information available to their fellow citizens, the World Bank readily acknowledges that other agencies - UNESCO and its affiliates, or ICAE, for example - are more deeply experienced and better equipped. It also acknowledges that such agencies do not always have the resources to make their store-houses easily accessible

to their stakeholders and clients, and can sometimes use extra help through occasional cooperation or through more durable partnerships.

In the light of its own relatively limited expertise in the field and of the willingness of the UNESCO Institute of Education to take a lead in developing a global network, the World Bank is happy to join the network, do what it can within the constraints of its non-lending budget to support its running, draw on it for its own work and contribute from its widening experience with different strategies and methods in Africa and Asia.

Agneta Lind
SIDA Advisor, Adult Literacy Specialist

ADULT EDUCATION INFORMATION AND DOCUMENTATION : A "THIRD WORLD" LITERACY RESEARCH PERSPECTIVE

My experience of adult education information and documentation is based on a combination of research and practical experiences, mainly in Africa, such as Mozambique and Namibia, where I worked in the ministries of education with planning, implementing, monitoring and evaluating adult literacy programmes, but also for shorter periods in Latin America and Portugal.

In 1985, I started reviewing literature on adult literacy in the Third World. The review was gradually developed after consultations and up-dating, for publication, in time for the Jomtien Conference in 1990, resulting in Lind&Johnston: *Adult Literacy in The Third World - A Review of Objectives and Strategies"* (SIDA, 1990). The positive response and big demand for the book by researchers, university lecturers, policy makers, and practitioners from the South, illustrated the obvious information gap I had experienced in collecting and systematizing documentation for the review. The book has, actually on initiative from Africa and Thailand, been translated into French, Portuguese and Thai.

If I had relied, solely, on published reports, available in libraries, the review would have become very limited and much less comprehensive. It was obvious that adult literacy was, generally, under-researched. I had through SIDA, and from a few international conferences, been able to collect quite a number of unpublished reports and papers from a lot of countries in the South. Very little existing documentation had been collected, systematized and disseminated. I also discovered that there was a lot of interesting and useful documentation in Spanish, Portuguese and French which was not available in English and, therefore, very seldom referred to in Anglophone publications and documents. There was an obvious need for translations and dissemination.

The most documented and researched programme, was the UNDP/UNESCO sponsored Experimental World Literacy Programme - testing the economic functionality of adult literacy in 11 countries between 1967 and 1972.

The most interesting and informative documents had been published in the 1970s by the Teheran Institute, i.e. the International Institute of Adult Literacy Methods, and by the International Council of Adult Education (ICAE). These had often been prepared together with researchers and programme implementers from Africa, Asia and Latin America, who were at the same time given a chance to develop their skills in processing, systematizing and analysing information and experiences from field work.

As a contribution to the International Literacy Year, SIDA and ICAE took an initiative to undertake a pre-feasibility study on the possibility of reestablishing such a service function within an existing institution. In spite of a couple of attempts, such as the ILSS (International Literacy Support Service organized by ICAE) and the International Literacy Institute at the University of Pennsylvania, there still seems to be a gap that needs to be addressed very carefully.

A more recent experience I have of collecting information on adult basic education was in an assignment as a research consultant by UNESCO (the EFA secretariat) to write an annotated bibliography on adult basic education. The purpose was to provide background information for the writing of UNESCO's 1997 Status and Trends Report, *Adult Education in a Polarizing World".* It had to be done in a short time. This was possible thanks to Internet communication and the efficient and productive assistance by the UIE Documentation Centre in Hamburg. Compared to ten years earlier, one could notice an improvement in available research, evaluation and documentation.

My impression is that the Hamburg Institute could become even more central in servicing the information needs of the South, if given the role and the necessary additional resources.

Justin Ellis
Ministry of Basic Education and Culture, Namibia

GLOBAL COMMUNITY OF ADULT EDUCATION THROUGH INFORMATION AND DOCUMENTATION

Personal experience with regard to access to adult education documentation and information

I am a user of adult education information, rather than the manager of a documentation centre. I trust readers will also forgive the personal slant to this piece; I was asked to give a personal rather than an academic perspective.

I began working in adult education in 1973, and shared in the launching of several non-governmental adult education ventures in Namibia. We were amateurs, largely isolated from professional guidance in these matters, but inspired by the writings of Freire, Nyerere and many others, and informed by people from abroad, often influenced by radical education, labour and political movements in neighbouring South Africa. At that time, it was clearly perceived that adult education was an integral part of the strategies to be used in the struggle against apartheid. Documentation tended to be in the hands of individuals (some literature was banned so had to be handled with care). A few skilled persons served us well, manifesting their expertise in adult education as trainers and leaders of development projects. We did manage to start some small libraries, but I don't remember that these were collecting valuable documentation and grey literature. In our general understanding of education in Southern Africa we were, however, well served by the documentation and publications of the South African Institute of Race Relations.

Expelled from Namibia in 1978, I spent the next twelve years in Britain. Thanks to the World University Service, I was able to study adult education for two years at Manchester University. As this institution trained many of the pioneers in adult education from African and other developing countries, I gained many insights through the theses and dissertations deposited there. I also began a private collection of grey literature on Namibian education, which grew in subsequent years as I was involved in a research project of the Catholic Institute for International Relations to propose a post-apartheid future for Namibia, once the South African occupation had been ended. These few cardboard boxes of documents, laboriously acquired by various means, were apparently an invaluable resource for Namibian students on scholarships in Britain, many of whom found their way to my door.

At this time I was employed by the Namibia Refugee Project which carried out some adult education projects with the Namibian refugees in Angola, Zambia and other countries of the sub-region. I think we documented this work quite well, some of it being directly useful, for instance when we started the National Literacy Programme soon after independence, to some extent using the experience we had gained with literacy work in Angola from 1983 onwards. In fact, we even

published the SWAPO Literacy Promoters Handbook and were gratified at the interest which it aroused internationally. I am happy to report that since independence most of the documentation from projects that I was involved with has been transferred to the Namibian National Archives and is freely accessible.

In 1990 Namibia achieved independence and I returned to the country with unexpected responsibilities for launching adult education programmes of the new government. Fortunately, my superiors were wise enough to send me first on a course to the UNESCO Institute of Education here in Hamburg. This was my first encounter with the UIE Documentation Centre, and I must say that it is the best that I know of. We soon started a documentation centre on adult education within the new Ministry, but this did not seem to be well used, probably because we could not provide a staff member to run it. Personal hoarding therefore continued, and probably still does today.

More recently, however, through our partnership with the Rössing Foundation, we have been able to start a documentation centre at the Jan Ligthart Centre, a residential training centre which the Dutch Government has kindly funded. My colleague will tell you more about this. My hope is that we will in future make much better use of the resources that we have at our disposal - a few colleagues, I must admit, do disappoint me when they do not make better use of the resources which we have collected.

Vision of how a network of networks could best meet local needs

Although I am not very well informed about this - and would like to use this opportunity to know more - I have the impression that our nearest resource centres on adult education are those in South Africa. Our links are mostly informal. However, we do have a very functional relationship through inter-library loans. Internet connections are also very viable, at least between our main centres and capitals in Southern Africa.

In general, Namibia has invested heavily in telecommunications. We are keen to normalise our situation and become part of the world. I should mention as an example that the Namibian National Archives, with some small support from UNESCO, has been able to set up an Internet site with five databases, including: the national archives holdings, a national database about Namibia with 40,000 items, and the consolidated holdings of most Ministry Libraries. This experience has set me thinking about what we could achieve in adult education.

Could we start by building a network of databases on adult education publications and documents? It should start, I guess, with national or institutional databases where documentation is collected, and lead on to sub-regional inter-connections, and a central/international data gateway.

In my view, it should be feasible for a body such as UIE to create a combined database of publications and documentation available at key resource centres around the world. This could be accessed online, and by publishing a CD-ROM. We would prefer that such a database run on

CDS/ISIS, which we use in most of our technical libraries in Namibia, at the cost of training only.

Included in this is the need not only to think of electronic communication but to develop enough trust to share actual documents or facsimiles of them in the conventions of interlibrary loans. The texts themselves must sometimes move. In Namibia, for example, there is now money to buy books but much of what we would like to buy has gone out of print. Unfortunately, it would seem that many adult education texts are printed once and not reprinted.

I am well aware that many countries do not yet have full technological access - we have the same problem of accessibility in many areas of our country outside the capital city and a few towns - but technology does tend to spread eventually, and the services available are the incentives which cause people to acquire it when they can.

Potential Obstacles and Allies

In my experience networks do not work just from the will of their members. There must be a spider that maintains the web and deals with the catches. The operation must be staffed.

Perhaps what we need are some manageable projects to get going, so that we can build up the level of trust and cooperation among ourselves. We may need to think about whether to work on subregions before going for something worldwide.

Heribert Hinzen
Institute for International Cooperation of the German Adult Education Association, IIZ/DVV

EXPERIENCES OF THE INSTITUTE FOR INTERNATIONAL COOPERATION OF THE GERMAN ADULT EDUCATION ASSOCIATION. FOCUS: HUNGARY

As an adult education association, DVV represents, since its founding in 1953, the common interests of the 1000 VHS (Volkshochschulen = community adult education centres) and their 16 regional associations in the development of educational policies, supports their pedagogical and organisational efforts and works toward establishing and cultivating international relations. To achieve and implement VHS-related aims and activities, three institutes of the DVV have started to grow since the 1960s:

- The German Institute for Adult Education in Frankfurt (DIE) is a scientific service agency established as a link between research and practice in adult education, especially strong in information and documentation
- The Adolf Grimme Institute (AGI) in Marl promotes cooperation between adult education and different forms of the media
- The Institute for International Cooperation (IIZ) in Bonn supports cooperation and exchange of information and experience in adult education and development on an international level (see IIZ/DW: Goals, tasks, methods...)

As a staff member of the IIZ/DVV, I would like to present here some of my experiences based on 20 years of working as a programme coordinator and researcher within the field of adult education.

Since the 1960s, the DVV has had a documentation system which through DIE has collected all the publications of 40 years time of the VHS as well as over 60,000 books, journals and grey literature on adult education. This centralisation of materials is of great benefit to researchers who, for example, might be making a data analysis of the trends of the programmes of decentralised institutions. This was my most important reference point when I started a project on development education with an analysis of all the activities and courses in respect to development issues in the so called Third World. For prospective users outside German language speaking countries, I should like to point out that 90% of this information, unfortunately or naturally, is in German, making it very difficult to share this information internationally.

A database of a different form is the journal, "*Adult Education and Development*" published in English, French and Spanish, with a total distribution of 20,000 copies worldwide by the IIZ. As an editor, I sometimes regret that there is no real databank behind the journal. However all articles published are included in subject and author lists printed on special occasions. After 25

years, the journal has turned out to be an excellent forum for authors and readers to disseminate and share ideas.

In the 1980s, we worked on a number of projects in Sierra Leone to collect traditional stories and songs as well as to document indigenous learning and training in writing, radio and video cassettes. However, access to these documents now is very difficult due to the military and political struggle in the country. As researchers and documentation specialists, we must address the following questions: How to surmount the problems of unrest in certain regions of the world? How to talk about the Internet and networks in the face of no electricity or telecommunications?

In the 1990s, opportunities opened up for researchers to cooperate with colleagues in new areas such as Eastern Europe, South Africa, and Cambodia. At that time it became necessary for researchers to inform themselves about these new regions, and it was discovered that country-oriented documentation on these regions, especially in the area of adult education and training, was very difficult to access in a timely manner. At that time, I was the director of IIZ and we undertook every endeavour to get the necessary information, to increase and improve our cooperation, and to support our partners nationally and internationally by providing relevant information. Our journal was able to provide assistance, in some respect, by enlarging the scope of content, the author- and readership. At the same time we started a new series "*International Perspectives in Adult Education*", which since then has published informative studies on adult education in Estonia, Russia, Germany, Latvia, Poland and Lithuania.

Since 1996, I have been working in Hungary. The situation there is that the transformation has made materials developed in the past, especially in the socialist area, often irrelevant for the present situation. A lot of the international research and information is not yet available in the country. The question of language is also an issue with regard to documentation, and those colleagues wanting to use international materials often have no access. Hungary has excellent libraries but very little money to import books on adult education currently so there is a need to find new ways to get books produced internationally into the country, either in the original language or in a translated form. Our project has started to work on this issue and published already a set of relevant adult education materials provided free of cost. This seems to be a necessary step for some time as in Hungary the salary of a teacher equals the price of five or six books on adult education available on the international market.

There is a new project on researching the adult education situation and needs in Hungary in order to create a new database on adult education. Students writing their dissertations on adult education are invited to do research on comparative studies drawing on the 20 different regions of the country looking at the legal framework, finances, institutions, staff, participants and programmes. Another project aided by UIE and DIE involved the repatriation of research on Hungary. Two adult education students of the University of Pécs were sent to Hamburg and Frankfurt to spend one week each photocopying all the material they could find on Hungary. Additionally, another interesting project is the preparation of a new dictionary on adult education terminology including Hungarian, English and German language.

Looking at these different areas of the work of IIZ and myself I have to ask: How can a network of networks help the situation especially in developing or transitionary countries, given the prevailing problems, financial and otherwise. How can such a network help us in Hungary? Posed another way, what could Hungary contribute to such a network?

Eva Kupidura
International Council for Adult Education

SERVING THE GLOBAL COMMUNITY OF ADULT EDUCATION : EXPERIENCES OF THE J. ROBY KIDD RESOURCE CENTRE, INTERNATIONAL COUNCIL FOR ADULT EDUCATION (ICAE)

"You can hitch your wagon to the stars, but you can't haul corn or hay if its wheels aren't on the ground." Mordecai Pinkney Horton

Named after the Canadian founder of the International Council for Adult Education (ICAE), the J. Roby Kidd Resource Centre was opened to the public on the International Literacy Day, September 1990. Its mandate was to provide culturally and linguistically diverse resources on literacy and basic education and to offer seminars with international practitioners and researchers. In the following years, the collection was expanded to include all ICAE priority programmes and networks, particularly environmental education, women's issues and education, literacy, and peace and human rights education. Over the years, the Resource Centre has developed and managed a unique, multilingual collection of international materials in different aspects of adult and popular education, provided information services, including information searches and dissemination, facilitated research and created links with the adult education community in Canada and worldwide.

The J. Roby Kidd Resource Centre has become a meeting place for community events, popular education workshops, book launches, and a forum for the exchange of ideas on practice, methodology and philosophy of adult education, as well as culturally specific knowledge and experiences.

New technological developments have opened new possibilities for expanding the Centre's services, strengthening cooperation, networking and resource sharing among ICAE, Canadian and international adult and popular education organizations, and of producing new knowledge by integrating new and traditional media such as print, radio, arts, theatre and oral tradition.

Collections and Services

The J. Roby Kidd Resource Centre specializes in international, multilingual resources on:

- adult and lifelong education
- literacy and basic education
- popular and non-formal education
- environmental adult education
- development issues and education

- women's issues and education
- participatory research and training
- peace and human rights education
- information on ICAE programmes and projects
- information on member organizations

It also collects materials and information on health education, distance education, older adults, prison education, rural development and education, and vocational and training education. The Centre's main collection includes 6,000 monographs, close to 200 titles of periodicals, thousands of subject files, ICAE member organizations files, and electronic resources.

The monograph and subject file collections cataloguing and classification system is based on the *UNESCO/IBE Education Thesaurus*, modified to reflect ICAE practices and terminology.

The Centre functions as a reference resource and documentation centre, responds to information and research inquiries received by mail, telephone, fax, e-mail, and in person. It prepares periodically and distributes selected bibliographies of its materials on various subjects, as well as customized bibliographies on request. Information on new resources is disseminated through lists of new publications and through a regular column in the *ICAE News*, a quarterly newsletter of ICAE. Among the Centre's users are local and international researchers, trainers, students, and practitioners in various areas of adult and popular education, as well as a broad range of community groups and NGOs.

The J. Roby Kidd Resource Centre is a central tool for the development and delivery of ICAE information and communications services to the ICAE membership and to a Canadian and worldwide adult and popular education community. To these ends, the Centre, in partnerships with other popular and adult education organizations, manages the following initiatives:

I. Collections and services
II. Democratic Communications for Adult Education (DECADE)
III. ICAENet: Production Centre, Website and Listservs
IV. ICAE Research Strategy
V. Community Services
VI. Translation of Publications

New Technologies

Today, the Resource Centre is responsible for the electronic networking and information services of ICAE. Our plans are outlined in the DECADE (Democratic Communication for Adult Education) project to develop and democratize the use of electronic communication and information technologies for the purposes of adult education work worldwide.

Several elements of DECADE are already in place. As part of the ICAENet, the Resource Centre maintains the ICAE World Wide Web site (http://www.web.net/ICAE). A Listserv has

been established to facilitate the ICAE preparations for and follow-up to the Fifth International Conference on Adult Education CONFINTEA V.

The J. Roby Kidd Resource Centre is the first of the ICAE production centres. Within the DECADE, ICAE envisions establishing of regional Production Centres as developing means of disseminating information and ensuring that people and organizations without ready access to computers will still benefit from the increased capacity. This requires establishing new relationships and entails both traditional means and new technology. As an integral part of the ICAENet, the J. Roby Kidd Resource Centre will have a double role. While producing new knowledge within a local context, it will also coordinate ICAE efforts in creating regional production centres. An integrated approach of the ICAENet is based on a need to promote a wise-use of new technologies while actively supporting traditional media. "Wise-use in a global context means using what is most widely available and not necessarily what is most advanced" (DECADE). The J. Roby Kidd Resource Centre will create knowledge, as well as collect and disseminate adult education resources available in different forms to increase accessibility for organizations and individuals worldwide. Projects are being developed through partnerships with the North American Alliance for Popular and Adult Education (NAAPAE), other regional member organizations of ICAE, University of Toronto, Ontario Institute for Educational Studies (OISE), Transformative Learning Centre, and Peace Fund Canada, Centre de documentation sur l'éducation des adultes et la condition féminine and Institut canadien d'éducation des adultes (ICÉA).

Among the projects are:

- a series of analytical bibliographies on a variety of subjects. Those publications will include information on adult education documentation, annotations and examples from books, booklets, articles, audio-visual resources, events and websites.
- *ICAE-Net*: a bulletin that will be printed and published electronically
- development of popular education manuals
- other publications resulting from community workshops and training sessions offered by the J. Roby Kidd Resource Centre, NAAPAE and other partner organizations
- facilitating research and publishing their results

Network of Networks

Our experience shows that the newest key to power is information. Information is increasingly available on a fee-for-service basis and the number of commercial information providers is growing every day. Those who cannot afford the new and expensive access to information will become even more marginalized and disempowered. The lack of access to relevant and reliable information is one of the main limitations for most non-governmental educational organizations. While new technology improves capacity for information sharing and rapid communication, there is also the danger of becoming over dependent on electronic information and communications.

Through all of its programmes, the ICAE strives for the empowerment of most marginalized people. This includes working to improve their access to information. Through its regional and national member organizations, as well as its worldwide network of popular and non-formal educators, the ICAE, and particularly the J. Roby Kidd Resource Centre is in a unique position to identify, collect, produce, publish and disseminate materials in the field of adult and non-formal education combining possibilities of new technology and traditional media.

It is clear, however, that no single documentation and information centre or network is able to satisfy existing information needs. The J. Roby Kidd Resource Centre strongly supports an idea of developing a global network of networks. It is encouraging that discussions on Global Community of Adult Education through Information and Documentation have found their place at the *Fifth International Conference on Adult Education.* We hope that this is also an indication of an interest of all partners and will result in providing political and financial support for the Network of Networks.

Martha Nghidengua
Rössing Foundation

ADULT EDUCATION DOCUMENTATION AND INFORMATION SERVICES OF THE RÖSSING FOUNDATION

Introduction

The Rössing Foundation was established in 1978. The objectives of the Foundation are

- to further the practical education of Namibians so as to improve productivity and the living standard of the people
- to encourage the creation of and/or to create opportunities for people to use their education.

Since its establishment the Foundation has been funded mainly by Rössing Uranium Ltd. until 1991. The Rössing Foundation has served as the corporate social responsibility arm of the mining company. The Foundation has eight national adult education centres offering courses in various fields. Four important areas of its operations are: adult education and skills training; craft development and production; environmental education and rural development. Most of the activities mentioned above are funded by several donor agencies. These projects do contribute to the economic development of the country. The statistics of 1996 indicated that 2,346 people (40% men and 60% women), completed courses offered by the Foundation. The eight centres mentioned earlier are situated in the areas where especially disadvantaged people who have not attended or completed formal schooling are able to make use of these facilities. Since the majority of these people do not have access to libraries, the establishment of information centres or libraries was identified as an important factor for broadening the knowledge of the students. To date, seven libraries and a Resource Centre have been established. In 1996 alone, 38,311 people made use of the libraries and other facilities and were involved in activities such as the rural development programmes. This presentation will highlight the services rendered by this resource unit.

Field of Specialization

The Resource Centre mentioned above opened in June 1994. Up to August 1996, the centre catered for environmental education and related subjects only. As of September 1996 an adult and continuing education component was added to the Centre. The Centre has a collection of books, brochures, videos, slides, periodicals, magazines, reports, and newspaper clippings on environmental education, adult education and developmental issues.

User Profile

Since its establishment until August 1996 more than 5,000 people have made use of the facility. The number of visitors has drastically increased with the new component of adult education activities. Since September 1996, about 9,000 individuals have benefited from the services of the Centre. It is not only used for reference work, but also as a study facility for the many people who do not have adequate facilities for studying at their homes. It also serves as a training centre where many adult education courses are conducted. The visitors to the Centre include lecturers, teachers, pupils, students, trainers, unemployed youth and various community members. With regard to the gender breakdown, 70% of visitors are women.

Method of Documentation

The type of resources in the Resource Centre are presented in a user-friendly way. The Dewey Decimal Classification system is used to comply with the standard of other libraries in the country. The information is computerized under the CDS/ISIS program for easy accessibility.

Unfortunately, the Centre is not electronically connected to other centres or libraries. The lack of access to other libraries affects the services of our Centre as attending to inquiries take time. Plans are in place for the installation of the Internet system in the Centre and it could be operational by early next year.

Proactive Activities

The information and services provided by the Centre are not confined to its premises. Members of staff attached to the Centre conduct outreach and training programmes, involving workshops and seminars for various target groups. Individuals who are doing distance education and do not have access to information do benefit from such outreach programmes. The themes of the workshop range from environmental education, earth care clubs, networking among teacher and literacy programmes and adult education development courses. An updated list of resources in our Centre is distributed annually to all the interested groups who may need the services of this unit. We work closely with the Teachers´ Resource Centre. Individuals who live far away from the capital, borrow books through the Teachers Resource Centre. This is done to secure and to prevent books from getting lost.

Social, Cultural and Political Impact of Services

As mentioned earlier, the Foundation serves as an administrative agency for externally funded projects. All these projects have substantive social and cultural impact on the Namibian people. For example, (i) the environmental education project supports community-based resource users by facilitating workshops for skills development (i.e. participatory training and sustainable use of natural resources). It also grants scholarships to students studying in the field of

environmental education; (ii) the craft development and production project trains and supports art and craft activities and markets products at a number of the international trade fairs.

Networking

In order to access information used by other institutions and to be aware of their activities the Rössing Foundation is affiliated with the Namibia Non-Governmental Organizations Forum (NANGOF). The Forum consists of about 40 non-governmental organizations. We are also a member of the Namibia Information Workers Association that promoted the reading culture in Namibia. On a regional basis, we are networking with the Southern African Development Community Information Exchange Network. Internationally we are affiliated with the Northern-American Association for Environmental Education and UNESCO Institute for Education. The Foundation has a page on the web site under (Namibia Environmental Journal, http://.196.29.0.67). This page popularizes many of our activities. Also, through the networks, the Resource Centre is able to share information for the benefit of the Namibians. Hopefully when the Resource Centre is finally linked to the Internet, the network circle will then be completed.

Abdulaziz Al Sunbul
ALECSO

THE DOCUMENTATION AND INFORMATION DEPARTMENT OF ALECSO

Based in Tunisia, ALECSO is the Arab League's Educational, Cultural and Scientific Organization that was founded in 1975. Its Documentation and Information Department provides information on all aspects of education including adult education, culture and science in and on ARAB countries. Approximately 25 people work within this department. ALECSO currently has a large department of documentation and dissemination of knowledge on adult education within the Arab Region. ALECSO has been working in the field of adult education for 30 years, being the oldest organisation given the responsibility of building an effective adult education movement in the Arab Region. ALECSO produces a lot of printed and video materials and has a specialised resource centre. It makes a library database available to all Arab countries.

The collection contains approximately 5,000 books and documents, and 200 periodicals are received annually. The Dewey Decimal Classification system is used to organize materials, and the UNESCO Thesaurus is the indexing tool.

ALECSO's Documentation and Information Department serves professionals and students from universities, National Commissions, libraries, documentation centres, and statistical centres. Challenges to carrying out its work include financial and coordination difficulties and a shortage of highly trained staff. Future activities to be undertaken to improve services include training of users, CD-ROM and DVD production, and extension of documentation services through Internet facilities.

ALECSO is glad to be part of a group organising an effective network on the international level. It has good working relationships with ICAE and other international organizations. It is very committed to the project of building a network of networks and will be waiting to be informed about what commitments are expected of and offered by its members.

Victor Ordonez, PROAP and
Shigeru Aoyagi, ACCU

ASIA/PACIFIC LITERACY DATABASE (JOINT DEVELOPMENT OF UNESCO PROAP AND ACCU)

A SUGGESTION FOR CREATING AN EFFECTIVE LITERACY NETWORKING SYSTEM IN ASIA AND THE PACIFIC

Asia/Pacific Literacy Database

To provide useful and up-to-date information on literacy for individuals and organizations engaged in literacy and non-formal education in the world, ACCU and UNESCO PROAP are jointly developing the Asia/Pacific Literacy Database, a part of which is already accessible on the Internet World Web Site with following information:

- Literacy Materials in Asia and the Pacific
- Literacy Situations in Asia and the Pacific
- Literacy Organizations
- NFE Curriculum
- Literacy Publications
- Literacy Glossary
- Donors Information
  Who's Who in Literacy

Details are included in the section, "Draft Plan."
URL Address: http://www.accu.or.jp/litdbase

Asia/Pacific Cultural Centre for UNESCO (ACCU)

The Asia/Pacific Cultural Centre for UNESCO (ACCU), Tokyo, is a non-profit organization for Asia/Pacific regional activities established in 1971 in Tokyo through efforts of both public and private sectors in Japan. In line with the principles of UNESCO, ACCU has since been working for the promotion of mutual understanding and cultural and educational co-operation among peoples in Asia and the Pacific, by implementing various programmes in the fields of culture, book development and literacy.

ACCU's activities have focused on joint programmes of UNESCO Member States in Asia and the Pacific based on their various cultural and educational needs, and devised as practical way of cooperation.

ACCU's co-operative scheme is now gaining international recognition as a practical model for regional co-operation and ACCU has been requested by UNESCO Member States in Asia and the Pacific to act as a "regional centre".

About 90% of the annual regular budget of ACCU comes form the Government of Japan, the remaining part being contributions from supporting members and UNESCO, as well as voluntary contributions and sales of products.

Joint Development of Asia-Pacific Literacy Database (Draft Plan)

1. Background

Since the World Conference on Education for All (Jomtien, Thailand, 1990), undertakings given by the government and NGOs in the field of literacy have been strengthened in the Asia-Pacific region. Many universities, educational institutions and individuals have joined in the effort to develop a literate society.

To promote literacy for people living in this rapidly changing society, literacy programmes must be further improved and reviewed in terms of their quality and efficiency to meet the variety of needs of 625 million illiterate people in the Asia-Pacific region. 'Innovation' and 'adaptation' are needed to truly provide education for all the non-literate people in the Region. By sharing each others ideas and experiences, we in the field of literacy will be able to see what is happening in other parts of the world and will achieve better quality programmes through this comparative analysis. However, information on literacy that is up-to-date, or news covering the trends in literacy promotion, is not widely available for these purposes.

A comprehensive literacy database covering the dynamic literacy activities of Asia-Pacific is called for, so that interested people can share and learn from the experiences of leading literacy agencies in the region.

In the Asia-Pacific region, computer networks are beginning to be formed in the literacy field, linking the activities at the field level to the national policy-making level. In this way the information on literacy and its benefits for society is being made available to a wide audience by means of computer communication technologies.

As a result of conducting APPEAL, UNESCO PROAP has a collection of information on NFE curriculum and innovative projects carried out in various parts of the region. Key literacy personnel in the region have been trained through the various programmes of APPEAL UNESCO has also collected extensive education statistics through national censuses and its wide coverage of activities.

ACCU has been working in close collaboration with leading literacy agencies, governmental as well as non-governmental, in the region. Through the joint efforts to provide literacy for all, the AJP (AsiaPacific Joint Production of Neo-literate Materials for Rural Areas)

programme and material development workshops, ACCU has collected many useful learning materials and literacy information.

The Literacy Resource Centre for Girls and Women and the APPEAL Resource and Training Consortium will be able to collect literacy information, from country to local community level.

These materials will become part of the Asia-Pacific Literacy Database. More information will be collected and updated through the co-operation of UNESCO and ACCU as well as collaborating institutions.

2. Objectives

- To provide a literacy database
- To understand literacy in Asia and the Pacific at a glance
  - Asia-Pacific regional level
  - Country level
  - State/Province level
  - Grass-root level
- To provide up-to-date key data for decision making by government sectors, NGOs, international agencies
- To share innovative literacy materials and strategies

3. Producers

- UNESCO PROAP
- Asia/Pacific Cultural Centre for UNESCO (ACCU)
- Collaborating Organizations:
  - Governmental literacy agencies in the region
  - Literacy Resource Centres for Girls and Women (LRC)
  - International organizations
  - Other related organizations/individuals

4. Expected Users Include

- Governmental and non-governmental literacy agencies
- International agencies concerned
- Institutions/universities concerned
- Researchers and students in the field of andragogy and rural development
- Mass-media people covering literacy and development

Users would be able to access the Asia-Pacific Literacy Database on Internet WWW and/or CD-ROM.

5. Contents of Asia-Pacific Literacy Database

1. Literacy Materials in Asia and the Pacific	[developed by ACCU in 1997]
2. Literacy Facts and Figures in Asia and the Pacific* (outline in Annex)	[digest version by Sept.1997] [full version developed under this project by Sept. 1998]
3. Literacy Organizations	[developed under this project by Sept. 1998]
4. NFE Curriculum	[developed under this project by Sept. 1998]
5. Literacy Publication	[developed under this project by Sept. 1998]
6. Literacy Glossary	[developed under this project by Sept. 1998]
7. Donors Information	[developed under this project by Sept. 1998]
8 Who's Who in Literacy	[developed under this project by Sept. 1998]

to be linked with UNESCO's homepage and other related homepages

*Selected Member States are expected to develop their own "Literacy Facts and Figures" by using the common format software prepared specially for this project. The homepage would have individual URL address for having its own site in WWW in their countries which will be linked to the Asia-Pacific Literacy Database and other related homepages.

6. Key Concepts of Literacy Database

- up-to-date and key information on literacy
- attractive presentation with useful graphics (not just statistical figures)
- simple and user-friendly process to access to required information
- joint production procedure

7. Production Process and Schedule

Year 1997

JUNE 97
- Preparation of draft of "Asia-Pacific Literacy Database " with selected data from 3 countries (Bangladesh, India, and Thailand)

JULY 97
- Consultation with literacy experts in the region (for information need assessment)
- Preliminary data collection from 19 countries
- Preview in the Fifth International Conference on Adult Education (Hamburg, Germany, 14-18 July)

8 SEPT 97
- Opening of the digest version of "Asia-Pacific Literacy Database" in Internet WWW
- Inaugural Symposium on International Literacy Day (at Bangkok) "Information Communication Technology for NFE in Asia Today and Tomorrow"

36

YEAR 1998

MAR 98	→	Production Design Meeting to decide the detail contents
APR 98	→	Full-scale data collection from 20 Asia-Pacific Countries
	→	Development of a country-wise "Literacy Facts and Figures" in the selected participating countries.
JUNE 98	→	Final consultation meeting with literacy experts in the region (for evaluation of the database presentation)
JUL 98	→	Establishment of linkage of "Literacy Facts and Figures" of countries to the "Asia-Pacific Literacy Database"
SEPT 98	→	Completion of full version of "Asia-Pacific Literacy Database" on Internet WWW Production of CD- ROM version of the database
OCT 98	→	Distribution of CD-ROM version to key NFE resource centre

OUTLINE OF "LITERACY FACTS AND FIGURES IN ASIA AND THE PACIFIC" DATABASE

I. Literacy Data at Asia/Pacific Region Level

A. Comparison of literacy data at global level
B. Achievements of Asia/Pacific (from 1980 to 1995)
C. Future projection (to 2000 and 2025)

II. Literacy Data at Country Level

A. Map
B. Demographic Information
   1. population, illiterate population, population growth rate, literacy rate (from 1980 to 2010)
   2. language
   3. religion
C. Primary Education Data
   1. net enrolment ratio
   2. total pupils, % of girls
   3. % of pupils reaching grade 4
   4. pupil vs. teacher ratio
D. Public Education Budget
E. Basic Socio-Economic Data
   1. fertility rate
   2. infant mortality rate
   3. life expectancy at birth
   4. GNP per capita

F. Government Literacy Agencies Structure
G. Information on Literacy Policies and Strategies

III. Literacy Data at State/Provincial Level

A. Map
B. Demographic Information
C. Primary Education Data
D. Public Education Budget
E. Basic Socio-Economic Data
F. Government Literacy Agencies Structure
G. Information on Literacy Policies and Strategies

LITERACY RESOURCE CENTRES FOR GIRLS AND WOMEN (LRC)

With the aim of helping to meet the need of promoting literacy education, especially for girls and women, ACCU launched, in co-operation with UNESCO and Member States, a programme to assist major NGOs in developing Literacy Resource Centres for Girls and Women (LRC). The main objective of this project is to implement innovative literacy programmes for girls and women through a leading NGO which is engaged in literacy promotion activities for girls and women. ACCU's support and assistance is for (a) establishing a literacy resource centre for girls and women, (b) training NGO co-ordinators, literacy material developers and teachers for promotion of literacy programmes and, developing innovative literacy materials and (d) promoting close linkages and network among NGOs and organizations engaged in literacy at regional, national and grass-root level.

So far 9 LRCs have been established in co-operation with NGOs from nine countries as follows:

- Bangladesh (Dhaka Ahsania Mission = DAM, Dhaka)
- Cambodia (Cambodian Women's Development Association = CWDA, Phnom Penh)
- India (Rajasthan Adult Education Association = RAEA, Jaipur)
- Nepal (National Resource Centre)
- Pakistan (Pakistan Girl Guides Association = PGGA, Lahore)
- Papua New Guinea (Papua New Guinea Integral Human Development Trust = PNG Trust, Port Moresby)
- Philippines (Women in Enterprise Development, Notre Dame Foundation for Charitable Activities Inc. = WED, Cotabato, Mindanao)
- Thailand (Hill Area Development Foundation = HADF, Chiang Rai)
- Vietnam (National Organization for Community Education, Continuing Education and Development = NOCEAD, Hanoi)

Lucien Bosselaers
Flemish Centre for Adult Education

ALICE
INFORMATION BANK ON NON-FORMAL ADULT EDUCATION IN EUROPE

A Socrates-Project Financed by the European Union

The Flemish Centre for Adult Education (VCVO), in co-operation with 15 partners from the European Association for the Education of Adults, has set up an information service on non-formal adult education in Europe. It is a three-year project financed by the Socrates programme of the European Union. The information service has resulted in a database called ALICE, containing information on organisations, European programmes, specialised periodicals, legislation, factual material and the role and use of new technology in the field of non-formal adult education. It covers the whole of the European Union.

Aim of the Project

The project's aim is to improve the information flow in the non-formal adult education sector in Europe. We want to stimulate transnational co-operation between organisations in this sector and to give them better access to European funding possibilities. We also want to give the outside world a clearer picture of what is happening in the non-formal adult education sector in the different countries of the European Union: its scope, activities and the wide participation in non-formal adult education will become more transparent. The quality of adult education in Europe will improve and the various actors (organisations, professionals, decision-makers) will be made more aware by giving them an overall picture of the non-formal adult education situation in their own and other countries.

Working Method

The ALICE database is continuously fed with new information and updates. In every European member state, a national co-ordination body in adult education looks after the information the ALICE database contains for its country. At regular intervals this information is updated. At other intervals new information is added. The following countries and regions are presently active in the network: Austria, Belgium, Denmark, England & Wales, Finland, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Northern Ireland, Portugal, Scotland, Spain and Sweden.

Outcome of the Project

Building a European database on non-formal adult education is an ambitious project. It is therefore spread over three years, to allow us to develop it gradually, starting in 1996. The database contains information about:

- educational organisations and institutions in the sector of non-formal adult education in the European Union
- educational programmes from the European Commission and other organisations like the European Cultural Foundation, the Council of Europe and UNESCO, of interest to the above mentioned sector
- European specialised periodicals on adult education
- policies and legislation in adult education in the EU member states
- the rôle and use of new technologies in adult education
- research into adult education
- factual information about adult education

Practical Information

The database can be consulted in three languages: English, French and Dutch.

A summarised content together with an index and users manual has been published in a loose-leaf edition. The accompanying diskette contains the complete database which can be installed on any PC. After completion of the database, the diskette will be replaced by a CD-ROM version.

Online access of the database on the Internet will be available by early 1998.

More information can be obtained from the EAEA-offices or from the central co-ordinator, the VCVO:

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Zoran Jelenc
Slovene Adult Education Centre

THE "STATE OF THE ART" AND EXPERIENCES OF THE FORMER SOCIALIST COUNTRIES OF CENTRAL AND EASTERN EUROPE IN THE FIELD OF ADULT EDUCATION INFORMATION AND DOCUMENTATION SERVICES

Generally, the current state and quality of information and documentation services in former socialist countries of Central and Eastern Europe could be proclaimed as quite unsatisfying. Preceding the crush of the socialist/communist regime (the period before the year 1989), there was strong control, regulating and directing adult education, whereas the need for special information and documentation services was not articulated at all, except for the state administration purposes. After 1989, the situation did not improve at all—it got even worse. Adult education has been turned over to the free market, completely without general state support—as a field of societal or personal activity—not to mention the lack of support of its special fields and services. Furthermore, the situation is the worst in adult education activities designed for the fulfilment of personal and general needs and in special fields. Thus, research and information-documentation are totally left to the initiative of researchers and those who are working in the field. Since there exist only few stronger professional developmental and research institutes and associations in this region, these activities lack the support of professionals, too.

However, this general statement does not hold true for Slovenia where the general situation of adult education is quite different. As a result, very intensive developmental and research work is taking place here, being well institutionalised in a professionally and strongly equipped special centre - the Slovene Adult Education Centre (SAEC); in SAEC a special organisational unit - the Information Centre - is organised, providing good access to information as well as special library and documentation services. In 1997, the special developmental project for the development of an information, counselling and guidance network started in Slovenia, the aim of which is not only to improve central information and counselling services but also to improve the situation in local communities and to create an information and guidance network for adult education and learning. Outside of Slovenia, the situation concerning access to information and documentation in comparison with other CEE countries is slightly better in Baltic countries, especially in Estonia; special centres for development of adult education have already been established there and several other measures for systemic regulation of adult education have been launched as well.

Emerging from the situation in Slovenia and using the results of the UNESCO and ESREA's *Adult Education Research: World Trend Analysis*, especially its division for Central and Eastern European (CEE) Countries, the special Regional Information-Documentation Centre for CEE countries (RIDCCEEC) has been established at SAEC. In addition, the special information bulletin for research in CEE countries named *Adult Education Research Exchange*

is being published, starting in the year 1996; two issues are edited each year, until now three have already been brought out. Within this service, all published research studies and research reports should be collected and housed at SEAC's library, where there is a special file designed for books and periodicals treating adult education research and information in the CEE countries.

We may conclude that at present there are no information and documentation services organised in most CEE countries, but there is already the possibility to organise and improve the collecting and transfer of information and documentation in the region. Therefore we propose three directions for organised action:

(1) to establish or improve and develop the information and documentation services in particular countries in the region of CEE countries;

(2) to support the functioning of the already existing regional centre at SAEC (RIDCCEEC) and to intensify its functioning;

(3) to create a network of networks supporting the UNESCO project which was proposed to be accepted in CONFINTEA's *Declaration and Agenda for the Future*.

Alfredo Rojas Figueroa
OREALC - UNESCO Regional Office for Latin America and the Caribbean

LATIN AMERICAN EDUCATIONAL INFORMATION AND DOCUMENTATION NETWORK (REDUC): SELF-ASSESSMENT

I. INSTITUTIONAL FRAMEWORK OF REDUC

1. What is the Latin American Information and Documentation Network for Education (REDUC)?

REDUC's objective is to gather the knowledge generated by educational research, including research on adult education, for dissemination to educational policy-makers in Latin America. From the outset, REDUC, the Latin American Educational Information and Documentation Network, was not intended to be a purely documentary or academic exercise. The idea has always been to promote better informed decision-making. Established in 1970, REDUC currently comprises 17 active centres in the following Latin American countries: Argentina, Bolivia, Brazil, Colombia, Costa Rica, Dominican Republic, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, and Uruguay. All partner centres provide the REDUC Centre with abstracts of relevant educational research published in their countries. These abstracts are stored in REDUC's database. External online access to this database, which is in the Spanish language, is in the planning phase. REDUC is ready to channel its database of abstracts and full texts on adult education in Latin American into the network.

The centres associated with REDUC are information units or documentation centres belonging to universities, ministries or private educational institutions. The Center for Investigation and Development of Education, CIDE, in Chile, has been the Coordinating Center of the REDUC network since 1978.

The network was first conceived in Montevideo, in a conference of educational research centres which at that time were carrying out research sponsored by the Ford Foundation. The Ford Foundation and the International Development Research Centre (IDRC), approved the project and provided the initial funding. During the same meeting, it was decided to promote the publication of a magazine named, "Revista Mexicana de Investigaciones Educativas" (Mexican Review of Educational Investigations), that is now being published bi-monthly in Mexico by the Centro de Estudios Educativos (Centre for Educational Studies).

REDUC has two main purposes. The first is to collect analytic summaries of educational investigations produced in Latin America. The second is to make the summaries available to decision makers to encourage a more efficient decision-making process in the different countries. Currently, 20,000 documents have been collected. Of those, 10,000 are in a database and additions are growing at the rate of 2,000 new entries a year. The role of the associated centres

is to produce analytic summaries of the collected documents and to function as documentation centres answering questions and forwarding information as needed.

The production and the dissemination of the Educational Analytical Research Summaries (RAEs), is designed to meet the main purposes as follows :

- *First*, to spread the knowledge generated by studies carried out by researchers in countries of the region, so as to avoid unnecessary duplications and foster, instead, the necessary co-ordination and communication and to preserve a historical record of the educational research produced in the Latin American region.

- *Second*, to relate educational research results to policy-making so as to contribute to better informed policies and decision-making.

During the first ten years of REDUC's founding, the first goal was met. With funds provided by the Ford Foundation, USAID, CIDA and IDRC, a continuous system of RAE production was established. Accordingly, centers associated with REDUC were set up in each country with the goal of producing national RAEs and disseminating educational summaries produced by other countries. The Coordinating Centre in Chile was to produce summaries of regional research and of those resulting from joint international efforts. In this case, a microfilm containing the original text was disseminated.

Until 1984, each Center produced its summaries in print and published and distributed that edition among network members. Therefore, each Centre had at least one edition collecting the summaries produced by SIDE and microfilms containing the original text of the studies.

In 1985 when REDUC became computerized, Analytical Educational Summaries were included in a single database collecting the production of the associated centres. Thus, the research proceedings of much of the educational research produced in Latin America was made more easily available, since there was no longer need to publish annual collections containing the publications of all centres. One single database was enough. In those years, REDUC information was available in associated centres and a few university documentation centres which had incorporated the database.

Regarding the second purpose, i.e., providing information to policy-makers for better grounded policy formulation and decisions, little progress has been made. The impact of information on development and decision-making has not yet been fully established.

1.1. REDUC and Policy-Making

The professionals responsible for planning and policy development have little use for a plain database containing analytic summaries. Instead, they need the concrete knowledge derived from the overall appraisal of the findings. They cannot spend time searching for the specific information needed at a given moment. They would rather examine and value the broader conclusions.

Systematic work, intended to influence policy formulation through the production of the state of art studies, was carried out prior to 1990. In 1990, the use of information in the decision-making process in Latin America was investigated. This research detected the need to provide a different kind of information for decision-makers.

As a result, in 1992, thanks to the joint collaboration of the Harvard Institute for International Development, information workshops on policy formulation were developed and implemented. The three- or four-day workshops were aimed at Ministry of Education officials and have been offered in different countries of the region.

Simulation games have been part of these workshops. Designed to simulate the kinds of problems that the decision-maker or official has to come with, the simulation game becomes immediately meaningful to the participant. Although technically complex, the games served the purpose of stimulating discussion and, in fact, are played in groups. The discussions encourage the players to read the information thoroughly and after having a discussion based on the information, they make decisions, modify any variables in the simulation, and wait for an outcome. The games provide an underlying curriculum that leads to improved performance of the policy formulation and decision-making teams that is supported by well grounded information.

In 1992, the Interamerican Development Bank (IDB) hired a consultant to provide assessment on the way REDUC's information could increase productivity of Latin American educational systems. The consultant determined that the network was "memory rather than intelligence" and that efforts to intensify the utilization of the information provided by REDUC for educational policy analysis needed to be made. In order to reach that objective, available information products had to be disseminated, and Ministry officials, researchers as well as university teachers had to be trained in the use of the network. The IDB provided REDUC with the funds necessary to offer a Program of Technical Assistance. Such a program, following the consultant's suggestions, aimed at "supporting the development of the educational sector in 17 Latin American REDUC associated countries by improving the analysis capacities in ministries, university and vocational training communities, and non-governmental organizations as well."

The objective of the program was to improve the efficient use of educational research proceedings in the technical units of the Ministry of Education in which policies were discussed and decision-making proposals were elaborated. Another goal was to encourage research on policy design and educational decision-making, the institutional development of the systems of production and the application of knowledge for policy design and/or educational decision-making. Finally, it was proposed to facilitate the access to educational research studies by consolidating the national networks in participating countries.

2. Review of REDUC's development

Most of the associated centres to REDUC are documentary centres. Ten years after the birth of the network in 1988 about 6,000 people were working as a whole for the network annually. According to the latest evaluation questionnaire carried out in 1995, REDUC main users were

university teachers as well as undergraduate and postgraduate students; researchers, professors, and all sorts of people related to education (priests, monitors of community programs), etc.

Information provided by the questionnaire implemented by Rojas in 1990 showed analysis continuity in those users from República Dominicana, Chile and Colombia Centres. According to the survey, 60% of the users in Chile and 62% in Colombia were post-graduate and undergraduate education students. In the second place were people related to education in Chile, 14%, and teachers in Colombia, 27%. The percentage of Ministry of Education officials or decision-makers who made use of the services provided by the network was poor.

The survey also revealed the users' high satisfaction with the service of the network so far and a large amount of people who had made use of it again after having found the information they needed. 28% of those surveyed in Chile had made use of REDUC services between two and five times, and 25% more than five times.

2.1. REDUC in Universities

It can be said that the network has proved to be an essential information source for education post-graduate students, particularly those who are working on their theses. What is more, one of the centres associated to the network, the Catholic University of Córdoba has included the use of the database and microfilms of REDUC in its educational program because of their easy availability as a source of specialized bibliographical material.

Thanks to the promoting activities of the centre in Córdoba, the database has been incorporated in nine Argentine regional offices of the Ministry of Education and one Training School for Primary School Teachers. In Chile the database has been incorporated in four education schools. In addition to the countries mentioned above the database of REDUC is available and is widely used in University Documentary Centers in countries such as Colombia, Guatemala, Panama and República Dominicana. Also, within the frame of the project financed by the IDB, universities in other countries have benefited from at least one database.

The extent to which the information provided by the network is made use of is directly related to the teaching methods resorted to in universities and particularly in research courses. Evidence shows that in programs such as the one in Córdoba or in school courses in which students are taught or required to examine literature on a specific subject of study as part of their school work or thesis, the database of REDUC is being more frequently used.

Consequently, the existence of postgraduate teaching programs and particularly courses or seminars on educational research methodology absolutely justify the value of the information provided by the network.

2.2. REDUC in Ministries

There are three centers associated to REDUC that are part of Ministries. One of them is in Brazil, where its presence in the activities of the network has been weakly felt. Another depended on the

Planning Director of the Ministry in Nicaragua for many years, and the third one was part of the close environment of the Vice-Minister in Costa Rica. Subsequent Government changes drew these centres functionally and physically apart from these high officials mentioned which led to the gradual loss of dynamism of the Centres.

The conclusion that can be drawn from these two experiences is obvious: a decision-maker becomes more important as he or she familiarizes himself or herself with and makes use of the information available in the REDUC Centre. The following conclusion is appalling: the Ministries of Education in Latin America can survive without counting on the information services of the database and microfilms of REDUC thus having little or no information about the findings in the state of the art studies or the most outstanding examples of research.

Therefore, the question to be raised now is when and how REDUC documentary information on research becomes a relevant issue for Ministries. This is a quintessential question today since databases and microfilm collections are being introduced in all the Ministries of Education of the region through an Inter-American Development Bank (IDB)/REDUC project.

A first approach to answering those questions could be the following: information in itself does not really affect whatever is happening in the Ministries. But it makes a lot of difference to those who know how to use it adequately within the Ministry. In other words, when officials use the information contained in the database of REDUC and moreover connect themselves with the world of research, their professional and political careers seem to change for the better. There are at least three cases in REDUC that exemplify this idea, two of them within Ministries of Education.

This is the reason why the REDUC/BID project information, databases and microfilms are handed over to those who, in addition, attend the Policy Analyst course. Furthermore, it must be borne in mind that documentary information and availability of trained analysts becomes critical at certain stages of administration. Some of these stages are, for instance, the initial period of a new presidential term or when the Minister of Education has to submit the outline of his or her program to the President or Congress.

The big challenge for REDUC is being able to clearly identify those moments when information makes the difference and training analysts to accurately synthesize and circulate it at the right moment. Information must then be not only available but also timely.

2.3. REDUC in Research Centres

The availability of information or the lack of it makes a major difference at Research Centres. In fact, all the researchers associated to the network have made intensive use of information provided by REDUC, or use it intensively. When they criticize its products they know what they are talking about.

However, the value of the availability of information or the damage caused by the lack of it is not widely recognized beyond the small circle of researchers and sometimes not even by the

researchers themselves. In Latin America e.g. there are no research magazines in Education representing a powerful current of thought or acknowledged by the world's scientific societies. Therefore, the value of these publications is relative, valid only within the circle of activities of researchers. And there is no index of references which could acknowledge the quality of the publications and of any precedent research examination

The statement above shows the extreme weakness of the field of educational research. Such a weakness is revealed in other aspects, too. For example, many times the researcher has to raise and manage his own resources by finding social support in related areas such as the political one or the field of critique.

However, the field seems to be better consolidated in the last ten years. This can be appreciated when analyzing the orientation of research toward certain issues -such as the quality of teaching in some countries and institutions. It may be stated that the main trends and leading paradigms *"a la Kuhn"* illustrate a developing sign of maturity, which has begun to appear somewhat timidly.

Even though undergraduates, postgraduates and researchers are the best users of REDUC today only maturity in the field of educational research will make the examination of preceding research a standard practice in the region.

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Centro de Investigaciones y Estudios Avanzados

THE CURRENT STATUS OF INFORMATION AND DOCUMENTATION IN ADULT EDUCATION IN MEXICO

For this Conference, the Workshop Global Community of Adult Education Through Information and Documentation has proposed the development of a "network of networks". I would like to speak about the relevance of such an initiative from the perspective of the situation in Mexico.

It is important to keep in mind that in Mexico there are a diverse number of potential users of information. Those who have access to cutting edge information systems are researchers, curriculum designers, technical teams and policy-makers. This is for two reasons: first, because it is within the universities and government agencies where the infrastructure is being created the fastest for educators to be able to take advantage of modern information technology. Second, because it is in these same institutions where using information and continuous updating is an important part of the work these people do.

Literacy and adult education workers in all practical terms do not have access to electronic information technology. The issue at this level is securing distribution of other forms of documentation such as print materials, audio and in some cases, video or television. Evidently, adult education students' use of information is limited to some print materials, books provided by programs, and whatever else exists in their immediate environment.

In Mexico, higher education (post secondary level) is not considered part of adult education. When we speak of adult education we are mostly referring to basic education, job training and community education efforts. In Mexico over the last fifty yeas we have expanded our school system so that currently all children have a place in a classroom. However, we are still dealing with serious issues of retention and desertion. Currently, for every 100 children that enter the first grade, approximately 52 will finish the sixth grade in six years. Some of those who do not, may complete it soon afterwards, but still we have a large population of young people and adults (approximately 18 million) who do not have basic education certificates (currently through the ninth grade). These are the youths and adults whose learning could benefit from access to print, electronic, and audiovisual information.

It is important to point out that the status of information organization and delivery of information is not homogeneous. Much of the available technology is concentrated in the larger cities, particularly the nation's capital. I think that it is safe to say that we are currently in a state of transition and that access and availability of information and documentation varies from setting to setting. For example, the library of the Departamento de Investigación Educativa at the Centro de Investigaciones y Estudios Avanzados has a very specialized collection, with a variety

of databases, including access to ERIC. However, despite the fact that we are plugged into Internet and e-mail, we are still using a card catalogue to search for published information contained in our library. This is true of other institutions as well; we are all incorporating technology and learning how to use it, as permitted by our resources.

Other examples include CREFAL (Centro de Cooperacion Regional para la Educacion de Adultos en America Latina y el Caribe), a regional center serving Latin America and the Caribbean. The center has a very updated library and is specialized specifically in adult education. Another important organization is REDMEX, a network that has been active for about five years It is an education documents network and although it is not restricted to adult education, it includes this area of work as well as others. It is a voluntary effort since there is no funding and each member must cover its own expenses. Participating in this network are mostly universities, state organizations, and other institutions of higher education (such as normal schools). One of its main goals is to capture what is called "grey literature", local publications and manuscripts that do not end up in journals. Two of our last major efforts have been to recruit institutions from all of the states in Mexico and to come to agreement on how to standardize information entries into the database. REDMEX also contributes to REDUC, the Latin American network, by identifying the national information and selecting papers and reports for the REDUC database.

The situation in Mexico is not very different from that of other countries of Latin America. On the one hand, some of us are moving quickly into electronic information, discussions around the world, and to immediate updates, while many others—the majority—are still struggling to secure basic education, access to books and other printed materials, and audio-visual information. While keeping up with technological development is important, we must not forget the other ways information is concentrated and distributed that do not necessarily require electronic infrastructure. For a network of networks to be relevant to Mexico and other developing nations, it must also be inclusive, seeking ways to distribute access to cutting edge technology. From this perspective, participation in the generation and distribution of information, discussion, and debate has to include those who are not yet online and may not be for quite a while.

Rosalie Ndejuru
CDEACF

REFLECTIONS ON ADULT EDUCATION DOCUMENTATION AND INFORMATION: THE EXPERIENCES OF CDEACF

The *Centre de documentation sur l'éducation des adultes et la condition féminine (CDEACF)* was set up in 1983 with the merger of the *Institut canadien d'éducation des adultes (ICEA)* and *Relais-Femmes* documentation centres.

The CDEACF Mandate is to:

- organize and administer a French language documentation centre and distribute all documentation in adult education including literacy, popular education, community action and women's issues.
- promote the public use of information.
- answer all documentary requests from Canada or elsewhere.
- participate in national and international exchange networks on information and documentation.
- give access of its documentary collections to community groups, women's groups, learning institutions and people at large.

Users

Its primary users are workers of community groups, women's groups, learning institutions (school boards, colleges and universities), as well as any person or group interested in a basic documentation for the information, intervention or research in literacy, communications, womens' issues, adult education, popular education and vocational training. Its board of directors includes representatives in the Quebec field of education. The Centre also works in partnership with the *Canadian Literacy Thesaurus Coalition* and the *Centre franco-ontarien de ressources en alphabétisation (FORA).*

Collections

CDEACF is the only French Canadian documentation centre specializing in adult education, literacy, popular education and women's issues. Its collection is unique and includes documents published by renowned organizations in adult education throughout the world. Its regular and computerized collection comprises more than 23,000 titles, 1,000 vertical files, 1,300 specialized newsletters and journals, and over 300 videotapes and microfilms. Because of its detailed vertical files, its non-published documents and the accessibility of the international literature, the

collection is complete as well as complementary to documentary collections of universities and other libraries and documentation centres.

Throughout the years, CDEACF has always been keenly interested in the changes happening in adult education and developed its document collection accordingly. Originally aimed towards the right of adults to learn, the collection now covers adult education with a perspective on continuing education in the following areas: popular education with regard to personal development and self confidence; political, social and economical rights; vocational and technical training; professional upgrading; basic education; literacy; women's rights; sustainable development; and international solidarity. Document collections were also developed on social economics, scientific and technical popularization, community action, new communication and information technologies and environmental education.

Services

To provide services to its users, the Centre --

- Organizes and distributes all documentation in adult education, popular education, literacy, women's issues and vocational training.

- Gives access to its document collection to adult education workers and people at large.

- Gives access to a document collection covering international issues through the Centre's participation in different national and international exchange networks.

- Gives access to documents held in universities and other libraries or documentation centres through inter-library loans.

- Produces and distributes bibliographies.

- Produces and distributes new acquisitions bulletin (*Pour voir plus loin).*

- Offers workshops to its users on how to search the Internet for information and documentation.

CDEACF Literacy Project Designed Specifically for its Users include the following—

- The organization and management of thematic discussion workshops on the contents of important documents in order to help shareholders understand their impact on their organization and guide them towards decision-making;
- The production and distribution of *"Literacy Kits" (Trousses en alphabétisation)* providing literacy workers with teaching and learning materials directly, on the instructional facilities and maintaining an equal distribution of materials between the two literacy networks of Quebec (institutions and community groups);

- The production and distribution of *Valises à lire* promoting non-readers' reading materials for all literacy levels;
- The organization of a thematic database (ALPHA) and the production of a print catalogue in adult literacy containing more than 3,600 literacy documents in French available in libraries and documentation centres across Canada;
- The development of a bibliographic database in inter-cultural adult education and the production of a print catalogue;

The CDEACF has produced and published the following directories to help its users in their information search.

- *Vulgarisation scientifique et technique,* a guide designed to help users understand the concepts and context of economics, sciences, health and environment;

- *Catalogue francophone canadien de documents en alphabétisation,* produced and published in partnership with the *Centre FORA,* which facilitates documentary researches in adult literacy and indicates all locations where the listed documents are available through interlibrary loan;

- *Guide sur la formation professionnelle* listing all Quebec libraries and documentation centres where one may consult or borrow documents on vocational training, including the names, addresses and phone numbers of key researchers or workers in the field;

- A participation in the development and production of the first bilingual literacy thesaurus *(Thésaurus canadien d' alphabétisation / Canadian Literacy Thesaurus)* which greatly simplifies the indexing of literacy materials and helps standardize the vocabulary of the field;

- Organization and distribution of an assessment instruments kit for community groups and volunteer organizations.

Other Publications

- In collaboration with other organizations, CDEACF also produced an information kit on Quebec feminism during the last 25 years (1970-1995). The kit covers nine women's issues. *(Qu'est-ce que le féminisme?)*

- In collaboration with women participating groups, CDEACF published a *bulletin of Réseau d'échange, d'information, de solidarité, de mobilisation et de formation entre groupes de femmes autonomes utilisant la langue française comme outil de travail (Réseau femmes).*

Networking

CDEACF already has its own Internet site and is currently working on the transfer of its databases to the *World Wide Web (WWW)* in order to ease the documentary searches of its users located in Quebec, Canada or elsewhere. The Centre plans to enhance its exchange network in order to improve the identification and acquisition of documents published worldwide and help theoreticians, researchers, workers and decision-makers.

National and International Projects

To do so, the Centre must proceed in two ways: it must first develop its national network and then intensify and diversify its international network. CDEACF is currently involved in two national projects:

Internet au Féminin
Developed in partnership with Quebec provincial women's groups, this site will promote the distribution of information and documentation in French on women's issues. This project will be introduced to provincial groups and associations and will allow the CDEACF to fulfil its mandate regarding the distribution of documentation on women's issues.

French Literacy Site
Developed with *Alpha Ontario*, and with the mandate of *Quebec Ministry of Education*, the *Espace Francophone Alpha* site will give access to literacy information and resources in French. Primarily designed for literacy workers of Quebec and Ontario, it will include links to other literacy sites in Canada and to adult education sites.

The CDEACF is also involved in an international project:

Réseau Femmes
This French international exchange network includes 259 groups members located in 30 countries. It will promote women's projects, generate discussions on common problems and issues, and facilitate the exchange of working methods. This project comprises the information translation from Spanish and English to French, and vice versa.

Perspectives

In the coming three year period, CDEACF will develop complete electronic information systems on adult education in order to gather and exchange a maximum of information and documentation. Its participation in the *Fifth International Conference on Adult Education is* the first step towards this objective.

CDEACF supports the idea of an international exchange network of networks on adult education and hopes that all governments and agencies participating in this Conference will

provide funding for its realization. At the dawn of the twenty first century, information networking should be part of political policies of all countries.

Information is everywhere. So are new technologies. Our mandate is to make these available through information services and documentation. As the saying goes, information can be used without exhausting it. Let us be active participants in the reinforcement of a global community based on partnership, solidarity and lifelong education through information and documentation.

Annex

Our concern is related to accessibility. We will refer to three kinds of accessibility:

1. Bibliographical Accessibility of Documented Information

Without knowing at present which will be the most efficient means to identify exhaustively all documents existing all over the world, it seems critical that the network of networks deals with this issue from the outset. Can one think that the identification of documents is grounded in local responsibility?

After the identification, there is the treatment of information. The means most commonly used is cataloguing or also bibliographical and analytical description. Within a network of networks these tasks will also be grounded in local responsibility. It is, however, absolutely necessary to take care of the standardization of data treatment.

The necessity to standardize treatment of data is inherent in the notion of accessibility to a database. If the codes differ the risk of not finding the information sought is guaranteed and the objective to be exhaustive in retrieving materials has not been achieved.

Suggested ways of dealing with this issue:

(a) A policy of standardized treatment

(b) A team responsible for the whole database

In the old tradition of general catalogues a central unit was occupied with cataloguing. In the telecommunications age, cataloguing can be carried out in a decentralized way. However, a team has to be a team responsible for the whole database. The members of this team could work from different places.

(c) Standardized rule of treatment

(d) A standardized thesaurus

(e) Technology and human resources

In some countries access to technology is rare or non-existent and professionally trained information staff are scarce. Answers to these issues have to be found within the network.

2. Linguistic Accessibility

The linguistic accessibility brings about two problems in a collective database: the language in which the documents are published and the complexity of written language.

(a) The language of publication

For some years, more than 80 % of the officially accessible information is written in English. The people using this information seem to profit from this. The network of networks should come up with strategies of inclusion in order to take into account the cultural and linguistic diversity that exists in the creation of knowledge.

(b) The complexity of written language

The scientific documents, the writings of participants of literacy classes, and literary documents co-exist in the same database. In order to make this information accessible to the different people searching for information, ways have to be found to avoid boredom and incomprehension.

3. Physical Accessibility

As is true for all other resources, documentation and information are also concentrated in the rich countries and partially or completely absent in the poor countries. The proof of this is obvious everywhere. The accessibility of the raw sources of information constitutes an intrinsic element of the realization of the principle of accessibility. If this question remains unaddressed, the entire beautiful database will only play a role of documentary publicity.

Adapting the already existing modalities to these new demands related to accessibility, the network of networks could begin its operations shortly.

Susan Imel
ERIC/ACVE

ERIC - AN ADULT EDUCATOR'S PERSPECTIVE

ERIC, the Educational Resources Information Centre, is an information system designed to improve education in the United States by increasing and facilitating the use of educational research and information on practice. Founded in 1966, the ERIC system includes the world's largest and most frequently used education database as well as a network of 16 subject-specific clearinghouses and supporting services. ERIC is funded by U.S. Department of Education, Office of Educational Research and Improvement, and administered by the National Library of Education. ERIC is accessible from virtually anywhere in the world. Anyone with Internet access can search the ERIC database, send e-mail to ERIC Clearinghouses, and receive specialized resources from information-rich ERIC websites. Access to ERIC does not require computers and modems, however. Every ERIC component also has a toll-free phone number, fax number and mailing address.

Scope/Field of Specialization

The ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE), located at Ohio State University in Columbus, Ohio is responsible for providing coverage of the field of adult education for the ERIC system. The brief scope statement for the coverage of adult education by the ERIC/ACVE is as follows:

> All levels of adult and continuing education from basic literacy training through professional skills upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth). *(The formal adult education scope statement appears at the end.)*

The Clearinghouse collects English-language print materials on adult education from throughout the world for consideration for the database. Types of materials in the database include journal articles, research and technical reports, policy papers, conference proceedings and papers, project and program descriptions, opinion papers and essays, teaching guides and curriculum materials, and published books.

The Clearinghouse participates in developing the database, writes publications for users (e.g., Digests, Trends and Issues Alerts, and review and synthesis papers), and provides question answering services to users, all functions that are common throughout the ERIC Clearinghouse network. ERIC/ACVE uses its connections with the field of adult education to locate the most

relevant materials for processing and to determine what topics should be covered by Clearinghouse publications.

User Profile

Because the ERIC database is available in many different locations worldwide, including through the Internet and in libraries and resource centres, no reliable profile of database users exists. We can surmise, however, that ERIC's visibility on the Internet during the last four years has broadened its user profile to include many more education practitioners, students, and members of the general public. Users who contact ERIC/ACVE directly for information come from a variety of backgrounds and settings. In 1996, nearly 40 percent were classified as "other" and were professionals from community-based organizations, business and industry, and other non-governmental settings; parents; or members of the general public. 34 percent were from post-secondary settings, 16 percent from government organizations, and 11 percent from K-12 education settings.

Methods of Documentation and Information Services

The ERIC system produces a bibliographic database that is available in print, CD-ROM, through online vendors, and via the Internet at several websites. Approximately 95 percent of the documents abstracted and indexed in the database are available in paper copy or microfiche format through the ERIC Document Reproduction Service. Many are also available electronically and through direct fax as well. Because of copyright restrictions, ERIC is unable to provide copies of journal articles abstracted in the database.

As one of the ERIC System clearinghouses, ERIC/ACVE responds to user requests received directly through regular mail, telephone, fax, and e-mail. Individuals contact the Clearinghouse for variety of reasons including to receive assistance with searching ERIC, to ask for copies of materials produced by the Clearinghouse, or to acquire specialized information related to adult, career, and/or vocational education. Of the more than 10,500 requests received by ERIC/ACVE in 1996, approximately 40% were related to adult education.

Social Cultural, and Political Impact of Services

The diffuse nature of the ERIC system makes judging the impact of its services difficult. Throughout most of its 30-year history, ERIC has relied primarily on a knowledge-based approach to dissemination because its mission has been to collect and make available existing materials and research. The assumption underlying this approach is that there is an existing body of knowledge that simply needs to be disseminated to an audience. This is not to say that ERIC does not consider the needs of its users in making decisions about what information to collect for inclusion in the database. It has limited ability to influence knowledge creators, however, and remains dependent upon what they produce for developing the database. As a system, ERIC has

introduced several innovations that have allowed it to provide better, more focused information services. Among these are the ERIC Digest series and AskERIC. Digests are 2-page synthesis products that provide a brief overview of current education issues; they are available in full-text electronically and are frequently used in responding to requests from users. AskERIC is an Internet-based question-answering service that provides a response to questions within 48 hours.

The decentralized nature of the ERIC system permits individual clearinghouses to form linkages with their assigned fields and to become informed about problems and issues that concern the field. These linkages allow the Clearinghouse to tailor its services to affect change. Strategies used by ERIC/ACVE to foster social, cultural and political change in adult education include the following:

- Developing synthesis products such as Digests on topics identified in conjunction with the field or for which a need exists. Based on current, accurate literature and information, these products sometimes advocate an alternative or minority perspective on a topic. For example, the Clearinghouse recently published a major publication on developing woman-positive literacy programs that is based on information from the ERIC database and other sources.
- Devoting a large share of the Clearinghouse publications budget to the development of no-cost products that are disseminated widely.
- Employing multiple strategies to disseminate no-cost products, including print and electronic methods and by offering groups and organizations copies for reprinting.
- Ensuring that materials representing a variety of perspectives on controversial topics or issues are selected for inclusion in the database.

Periodically, the Clearinghouse asks for feedback on its products and services, but has not had the resources to conduct an evaluation study. The responses to the unscientific surveys are generally very positive. We are aware, however, that most respondents are individuals who are already using and are satisfied with ERIC.

Benefits of a Network of Networks

A great many benefits exist to developing a network of networks within the field of adult education. Despite the fact that much information is available, great fragmentation exists among current providers of adult education information. Existing networks tend to work independently and only users with great skill and/or perseverance can easily and successfully navigate between and among the various entities. Better linkages need to be developed among existing information providers. Such collaboration could minimize duplication of services as well as lead to better information services for adult educators.

Developing a network of networks would enable ERIC to extend its linkages. Many individuals who currently contact the Clearinghouse are not seeking information that is in the database. Many need or want referrals to other groups and organizations. With stronger international linkages, we could provide them better service.

ERIC is funded by the U. S. Department of Education, but ERIC/ACVE does not limit its services to U.S. citizens. The Clearinghouse provides services to many international users at no cost. In turn, the ERIC database is enriched by the fine international materials in adult education that are contributed by individuals and organizations from outside the United States. Although the ERIC system would probably not devote significant resources to developing an international network of networks, it has already made some efforts in that direction by collaborating with DIALOG Information Services to produce International ERIC, a CD-ROM product that contains separate databases for the Australian Education Index, and the Canadian Education Index. As an ERIC Clearinghouse, ERIC/ACVE is committed to developing stronger international linkages and participating in the development of a network of networks within the framework of its general mission to provide information services to adult and continuing educators.

Formal Adult Education Scope of Interest Statement

Research, theory, and practice related to adult and continuing education in schools, institutional, community, and work settings. Includes: adult basic education; adult literacy; workplace literacy; family literacy (when delivered through adult education programs); university and cooperative extension efforts; employer-sponsored training and human resource development; labor/worker education; volunteerism; consumer education; experiential education; military education; veteran's education; distance education (for the delivery of adult education); lifelong learning; educational gerontology (as related to the employment of older workers); community education; community development; self-directed learning; non-formal and informal learning corrections' education; law enforcement and police training; parent education (when delivered through adult education or home economics programs); and professional certification and licensing.

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PART II

ALADIN: A Virtual Reality

Ursula Giere and Susan Imel

Ursula Giere, UNESCO Institute for Education and
Susan Imel, ERIC Clearinghouse on Adult, Career, and Vocational Education

ALADIN - BECOMING A VIRTUAL REALITY

Before the end of CONFINTEA V, an international steering committee was formed with members representing institutions such as:

- UNESCO Headquarters
- UNESCO: International Bureau of Education
- International Council for Adult Education
- World Bank
- Centre de documentation sur l'éducation des adultes et la condition féminine (Montreal)
- Syracuse University Library and Archives
- Slovene Adult Education Centre
- ERIC Clearinghouse on Adult, Career, and Vocational Education
- ALICE (the European Union Information Centre on Non-Formal Adult Education in Europe)
  Rössing Foundation (Namibia)
- Asia/Pacific Cultural Centre for UNESCO (ACCU)
- Asian-South Pacific Bureau of Adult Education (ASPBAE)
- REDUC (Latin American Information and Documentation Network for Education))
- Damascus University, Syria
- Ministry of Education of Nepal
- UNESCO Institute for Education

Steering committee members, representing big and small, non-governmental, governmental and academic adult education documentation and information services, from the South and the North, were convinced that transnational networking is a necessity in times of globalisation of knowledge and global cuts in finance and human resources. The aim of the steering committee is to develop a long-term orientation and implementation of the network of networks, including organisation, structure, sharing of responsibilities, securing funds, initiating ideas and activities to establish centres, promoting access to information via new technology, and overcoming cultural barriers. This section reports on the activities undertaken since the end of CONFINTEA V for the purpose of implementing the network.

Directory

The steering committee agreed that surveying the adult education documentation and information scene should be the first step in laying the groundwork for the network. As a result, the analytical

and annotated directory, ***Developing a Network of Adult Learning Documentation and Information Services***[1], was published.

Based on a survey carried out by Ursula Giere, UNESCO Institute for Education, with financial support provided by the German Federal Ministry of Education, Science, Research and Technology, the Directory profiles 90 adult education documentation and information centres/services from around the world and serves as a reference tool for information seekers and information providers. It documents and interprets the present situation including geographical disparities, uneven access to new technologies, user groups served, and special activities; identifies compatibilities in data management; indicates difficulties and challenges in the work, cooperation, and networking; highlights future development focusing on strategies and perspectives; and highlights roles envisaged by the members within the Network.

The Directory is also serving as a background and reference document for the steering committee of ALADIN. The Directory indicates how to systematize and structure access to the data fed into the World Wide Web so far by individual Network members and it helps in identifying a variety of networking procedures, in electronic as well as in traditional formats. Finally, it highlights the "white spots" on the map of adult education documentation and information services. It is anticipated that the Directory will serve as a guide for the establishment of new centres and their linking up with ALADIN.

The survey empirically confirms the hypothesis about disparities and imbalances in the distribution of adult education documentation and information services. Over 46% of the members are from Western Europe. The balance of network members are from the following regions: 16.9%, Asia and the Pacific; 13.5%, North America; 11.2% Latin America and the Caribbean, 7.9%, Africa; 3.4%, Central/Eastern European and Baltic countries; and 1.1%, Arab States.

Personal commitment and the will of the Network members to contribute to this international co-operation effort has proven to be strong. Although most Network members' working priorities are set by the institutions with which they work, there is promising potential and involvement for information exchange and sharing of resources. 90 % of the Network members have already taken on a special role within the Network, volunteering to become focal points for a particular region or area of specialization.

Fellowship Programme

In co-operation with UNESCO's Participation Programme and the World Bank, a programme sponsoring fellows who developed draft regional action plans for the Network took place during Autumn 1998 at the UNESCO Institute for Education, organized and conducted by Ursula Giere. The programme was initiated as an integral part of the CONFINTEA V follow-up programme

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[1] Giere, Ursula: Developing a Network of Adult Learning Documentation and Information Services. Directory of Members. Hamburg: UNESCO Institute for Education, 1998. 203 p.

Participants:

- Djita Issa Djarangar, University of N'Djaména, Chad (six weeks, financed by the World Bank)
- René Yatcho Nyaben, ROCARE Cameroon (six weeks, financed by the World Bank);
- Dina Karam, UNESCO Office Beirut, Lebanon (six weeks)
- Zvonka Pangerc Pahernik, Slovene Adult Education Centre, Slovenia (three months, financed by the UNESCO Participation Programme)
- Eva Kupidura, International Council for Adult Education, Toronto, Canada (eight weeks)

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Based on the results of the Survey of Adult Documentation and Information Centres conducted by Ursula Giere, Head of UIE's Documentation Centre, the fellows developed draft action plans to improve access to adult learning knowledge in their regions.

Following the Expert Seminar (discussed in the next section), the fellows started doing groundwork for the implementation of the Action Plan. Using the facilities, contacts and reference materials available at UIE, they identified adult learning information centres existing in their regions, established contacts to prepare regional meetings and directories, and planned further activities to raise awareness in their regions about adult learning documentation and information.

Their Hamburg activities will also result in various publications. A publication of case studies on significant practices in adult learning information and documentation work is under development. A directory on adult learning documentation and information services in Cameroon has been drafted and will be published early in 2000. A training programme in electronic data processing for adult learning information officers will be set up by ROCARE Cameroon in order to transmit the skills acquired at UIE. A book in local languages and literacy in Chad is under preparation, channneling expertise gained at UIE into the World Bank's Beloysia programme. The UNESCO Office Beirut and the Slovene Adult Education Centre have taken on focal point activities within ALADIN and have started ALADIN's implementation in co-operation with partners in the respective regions.

Expert Seminar and ALADIN Action Plan

A 3-day Expert Seminar was organized by Ursula Giere and convened by the UNESCO Institute for Education in Hamburg on 29-31 October 1998. It was attended by 25 participants representing adult learning documentation and information centres/services from all world regions and many international organizations (List of Participants see Annex 1). These seminar participants created an Action Plan for ALADIN that is founded on the principles of free and global access to information.

Based on the findings of the Survey a set of objectives of the Network was developed jointly and agreed upon by all participants. Five main areas of concern include the following (for full text of the objectives see Action Plan):

- Awareness- raising
- Linkages and Co-operation
- Capacity Building
- Access and Equity
- Bank of Knowledge for Adult Learning

In group discussions and plenaries, a comprehensive list of proposed initiatives and actions to implement the identified objectives was also developed. Among those, the participants

selected for inclusion in the Action Plan, in subsequent sessions, several short and long-term priorities.

The participants from particular regions developed regional action plans derived from issues facing adult learning documentation and information in their respective parts of the world. The regional action plans were based on, but not limited to preliminary work on regional proposals developed prior to the meeting by UIE fellows from the African, the Arab and the Eastern European regions, participating in a fellowship programme integral to ALADIN, financed by the World Bank and UNESCO's Participation Programme.

The following groups were formed:

- African Region
- Arab States
- Asian and Pacific Region
- The Caribbean and Latin American Region
- Europe
- North America

Several international organizations and institutions present during the meeting, including UNESCO, UIE, World Bank, ICAE and CDAECF, gathered to work out a preliminary overall Action Plan.

The Action Plan was finalized during the plenary session and adopted by the participants of the Expert/Steering Committee Seminar. The participants decided to call the Network ALADIN - Adult Learning Documentation and Information Network.

The draft regional action plans as developed during the Seminar will be implemented in the various regions by the respective participants in co-operation with the UNESCO Regional Offices and other partners. Among the activities planned are awareness raising about ALADIN and its services in the regions by, for example, conducting round tables or publishing articles, further identification of centres having adult learning resources, identification of Network focal points, and capacity building through organization of training courses etc.

It was decided, that the central Network co-ordination remains with the UNESCO Institute for Education assisted by the Task Force consisting of members of the Steering Committee (see Annex 2) serving as advisory committee. One of the immediate tasks will be to set up the Task Force, which will start its work by elaborating criteria for future Network membership.

The follow-up activities to the Seminar including the first steps of implementation and the managing of the Network are spelled out in the Action Plan. Three short-term priorities for each of the regions are also emphasized.

The publication of Network products documenting urgent policy concerns such as income-generating activities for women, training of adult educators or the ageing societies will be among

the first joint activities of all Network members. Topics will be decided upon by the Task Force at the end of 1999.

In his closing address, Paul Bélanger, Director of the UNESCO Institute for Education, expressed on behalf of UIE his appreciation of the participants' commitment and involvement, and paid a special tribute to Professor Alexander Charters for his lifelong contribution to adult education in general and to this initiative in particular.

Action Plan of the Adult Learning Documentation and Information Network (ALADIN)

I. Statement of Purpose

Politicians, scientists and researchers agree that the society of the future will be a learning and information society. At the same time there is a deficiency of information and the exchange of information of the kind which forms the basis for systematizing and harmonizing lifelong learning in theory and practice. Lacking adequate financial and human resources, adult education documentation and information centres cannot satisfactorily fulfil their tasks at a time of increasing demand for adult education and training, since they have limited possibilities of exchange. In many developing countries such documentation and information centres are hardly yet developed. New technologies have, if anything, widened the information gap between industrialized countries and developing countries. Even where efficient documentation centres or access to the World Wide Web are available, the centres often work in an isolated way. There is a need for international co-operation - and this means establishing new centres and networks.

It is becoming obvious that the exchange of digital information on the World Wide Web can only complement, but not replace the traditional exchange of print media, such as for example through inter-library loans. In view of the need for everyone to participate in the learning and information society of the future, a Network must also incorporate those who are not yet online and will not be so in the near future. Worldwide exchange of information means that everybody taking part in the exchange gives and takes, in accordance with their cultural background and level of technological development. This is the only way networking can bring about democratic globalization of knowledge.

II. Objectives

ALADIN members have committed themselves to achieving the following objectives:

Awareness Raising

To create and promote awareness in adult education documentation and information at national, regional, and international levels by:

- providing users with reliable and urgently needed, high-quality information;
- identifying reasons and motives for networks;

- encouraging authorities, including researchers, educators, legislators, and decision-makers, to utilize the network;
- identifying the need for information and documentation services.

Linkage and Co-operation

To establish linkages between stakeholders at national, regional, and international levels in order to:

- promote co-operation; and
- build alliances with all of the existing adult education networks, particularly in the academic institutions.

Capacity Building

To create and/or strengthen the capacity of adult learning documentation centres and information services at the national, regional, and international levels by:

- strengthening human resources;
- assisting in securing educational materials, financial resources, and basic infrastructure; and
- promoting the integration of new technologies with traditional means of communication.

Access and Equity

To develop a user-friendly adult learning resource base which

- is balanced in respect to geographical aspects, gender aspects, and to the needs of different users;
- gives access to different organisational forms depending on user's need; and
- includes continuous improvement of the collection and dissemination processes that integrates new technology with traditional methods.

Bank of Knowledge for Adult Learning

To develop a coherent picture of adult learning by linking/connecting the diverse pieces of documentation activities in order to facilitate sharing concepts, documents, information and experience by:

- promoting the concept of adult education as a field of study and practice;
- reconstructing the body of knowledge to achieve congruency with the CONFINTEA V definition of adult learning; and
- enhancing knowledge of adult learning in national, regional and international organisations.

III. First Steps for Implementation

Managing the Network

- UIE continues its leading role.
- Formulate a clear definition of the mandate and role of the Steering Committee Members.
- Develop criteria for membership of Network .
- List responsibilities for Network Members.
- Establish a listserv for Steering Committee (ERIC/ACVE will create this).
- Facilitate inter-sectoral linkages (sometimes it is easier for NGOs and governments to talk through an intermediary).
- Establish associations with international organisations (e.g., IFLA) for awareness and capacity building.
- Refine and extend the referral system on existing expertise.
- Update and enlarge the Directory.

Short -Term Priorities (Accomplish by June 1999)

- Establish co-sponsorship for specific projects (e.g., UNESCO or World Bank Trust Fund).
- UNESCO will create and maintain a website for the Network and members with web pages will be linked to the Network's page. It will include an electronic version of the Directory, by first quarter, 1999.
- In order to foster establishment of e-mail links for members without Internet access, create an annotated list of those members to see where the possibilities lie.
- Through UNESCO *Sources*, *Courier*, and other publications to secure the broadest possible publicity for the Network. The Network members will also publicize ALADIN in their publications.
- Explore using AEDNET for a Network Listserv or create the Network's own.
- Identify organisational focal points to facilitate linkages, both regional and cross-regional based on language, geography, subject specialization, etc.
- Create a groundwork for developing new documentation centres.

Mid-Term Priorities

- Explore publishing Directory in other venues (by December 1999).
- Identify no-cost publications and create a bank of duplicates (begin June 1999 and then ongoing).
- Contribute to reconstructing the body of knowledge along the lines of the CONFINTEA V definition of adult education through research projects and publication programme (ongoing).
- Continue creating programmes for fellowships, study visits etc.
- Encourage the production of electronic materials while supporting the exchange of traditional documentation.

Regional Action Plans

Regional action plans will support the implementation of the overall ALADIN action plan. Regions have selected the following priorities to accomplish by June 1999:

- **Africa** has urgent short-term needs:

  - Creating awareness by ALADIN members and NIWA
  - Capacity building by UNESCO Regional Offices
  - Providing materials by members
  - Linkage and co-operation with UNESCO Offices
  - Developing directory (BREDA to be contacted)

- **Arab States**

  - Awareness raising through development of a round-table
  - Database development (including determining location) by ALECSO and UNESCO Regional Office in Beirut

- **Asia and Pacific Region**

  - Include all countries in network (Ministry of Education in Nepal and Dhaka Ahsania Mission, in co-operation with existing networks and PROAP)
  - Identify focal points (Ministry of Education in Nepal and Dhaka Ahsania Mission, in co-operation with existing networks and PROAP)
  - Create database (Ministry of Education in Nepal and Dhaka Ahsania Mission, in co-operation with existing networks and PROAP)
  - Regional Workshop - funding to be secured

- **Caribbean**

  - Building awareness within the region: Connection to Secretariat, conferencing system, and CARCAE and CARICOM Secretariat
  - Bank of Knowledge: Completing reports, CARCAE and University, UNESCO and ICAE
  - Access and equity: CARCAE and ICAE and grassroots organisations

- **Europe**

  - Directory of members (Slovene Adult Education Centre with EAEA)
  - Virtual Office (European Association for the Education of Adults)
  - Organise Conference on Documentation and Information (German Institute for Adult Education and EAEA)

- **Latin America**

  - Exchange information (REDUC, OREALC and CREFAL, in conjunction with other networks)
  - Capacity building (CREFAL, REDUC, OREALC)
  - Bank of Knowledge (REDUC, CREFAL, OREALC, and other networks)

- **North America**

  - Awareness raising among US CONFINTEA participants and Canadian counterparts (Syracuse University Library/ Department of Special Collections and ERIC/ACVE)
  - Capacity building related to technical networking expertise (Syracuse University Library/Department of Special Collections and ERIC/ACVE)
  - AEDNET Link (Syracuse University Library/ Department of Special Collections)
  - Explore possibilities of linkages with the Canadian networking initiative
  - The World Bank, being located in North America, will contribute to North-American initiatives

To implement this plan a fund raising proposal was forwarded to DANIDA for a project that will concentrate on the following low economy countries in the **African region:** Cameroon, Kenya, and Sierra Leone, and in the **Asian region**: Bangladesh, India, Nepal, Pakistan, Sri Lanka, and Vietnam. In all these countries ALADIN has at least one co-operating member ready to actively contribute to the institutionalisation of adult education documentation and information services and their networking within countries, regions and on an international level. Some of these ALADIN members are already engaged in networking.

In addition, the regional documentation centres of the UNESCO Dakar Regional Office (Senegal, Africa) and the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) are members of ALADIN attaching importance to this activity. The same is true for the Asia/ Pacific Cultural Centre for UNESCO (ACCU, Japan). ICAE is also another member.

Efforts are also made to raise funds from other sources for the following regions: the Eastern and Central European region which has already actively co-operated and developed strong links with ALADIN (the focal point is the Slovene Adult Education Centre), the Arab region which also has already become extremely active within ALADIN (the focal point is the Beirut UNESCO Office), and the Latin American region (for which a focal point yet has to be identified).

The ALADIN Website

In collaboration with UNESCO Headquarters, the ALADIN website was developed by Ursula Giere with some assistance from Zvonka Pangerc Pahernik, Slovene Adult Education Centre. ALADIN went online in August 1999 (http://www.unesco.org/education/aladin). The ALADIN website offers a variety of search strategies. In addition to having access to all UNESCO

Education websites, a user can search ALADIN by member names, areas of specialization (e.g. literacy, environment), geographical foci, and location (region or country). Links are provided to the homepages and to externally accessible electronic databases of many ALADIN adult education documentation and information services. In quite a few cases in addition to bibliographical references, abstracts or full text can be provided. Whatever search strategy preferred, the user of ALADIN's website will be led to relevant adult learning documentation and information services competent to supply information either by electronic databases or by traditional means.

Since ALADIN's website represents the collective effort of specialized adult education documentation centres and information services professionally managed and maintained its relevance is distinctively different from programmed automated search engines available on the Internet. Furthermore, ALADIN is an important and unique effort to organize data in the Internet originating in a largely non-digital reality of adult learning services of many regions of the world. An electronic application form is furnished on the ALADIN website for those organizations wishing to be considered for ALADIN membership. The results of the survey published in ***Developing a Network of Adult Learning Documentation and Information Services*** are also provided.

ALADIN Task Force E-Mail Seminar

During 15-20 November, 1999, the ALADIN Task Force was convened through an e-mail seminar. Coordinated by Ursula Giere, UIE Documentation Centre and Susan Imel, ERIC Clearinghouse on Adult, Career, and Vocational Education, the purpose of the seminar was threefold: to provide an update on ALADIN activities; to clarify administrative functions, including criteria for ALADIN membership; and to develop plans for future activities.

Prior to the seminar, a list of Task Force members representing all regions and NGOs was compiled. All members were contacted and asked if they would participate in the seminar during the designated dates of 15-20, November 1999. Two rounds of discussion were held. The first was initiated on 15 November 1999 and the second on 17 November 1999. A total of 11 individuals participated in the discussiions: 11 in the first round and 8 in the second.

The first round served the purpose of updating Task Force members on ALADIN activities and clarifying administrative functions, such as establishing criteria for ALADIN membership and Steering Committee functions. The second round elicited information that can be used to guide future activities, including the activities for which support should be sought, topics for publications, and types of publications.

The final report of the e-mail seminar was finalized by 21 November 1999 and distributed to all ALADIN Task Force members[2]. The report concludes with the following recommendations

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[2] Giere, Ursula and Imel, Susan: Final Report. Task Force E-Mail Seminar of the Adult Learning Documentation and Information Network (ALADIN), 15 - 20 November 1999. Hamburg: UNESCO Institute for Education, 1999. 22 p. + annexes)

based on the decisions resulting from Rounds 1 and 2 discussions. The Task Force will establish priorities for addressing the recommendations, having in mind the needs of the most unconnected in low-economy countries and regions.

Recommendations

1. **Task Force Responsibilities**. In the future, Task Force members will communicate on a regular basis serving as an advisory committee to assist the UNESCO Institute for Education, to set priorities in ALADIN's work, to assess the activities carried out, and to promote ALADIN's work in the different regions of the world. In addition, they will serve as nodal points for ALADIN in their respective regions and screen applications for ALADIN membership. In addition, as appropriate, they will assume responsibility for special tasks. A separate listserv will be established for the Task Force so that members can deliberate on matters related to their specific responsibilities.

2. **Steering Committee Responsibilities**. Although some of the Steering Committee responsibilities are similar to those of the Task Force, the Steering Committee is not as directly involved in advising and coordinating.

3. **ALADIN Membership**. In the future, membership in ALADIN will be determined by the Task Force using the criteria decided upon in the Task Force seminar.

4. **Responsibilities of ALADIN Members**. Once approved for ALADIN membership, members have to commit themselves to responsibilities decided upon during the Task Force seminar.

5. **Priorities for Fund-Raising**. Based upon Task Force member ranking during the seminar, the following priorities were established for fund-raising:
   - Publication of significant practices in adult education documentation and information
   - Analytical bibliographical publications on selected adult education policy issues
   - Production of ALADIN CD-ROM
   - Technical assistance to establish new adult education documentation centres/knowledge banks. Terms of references will be developed using suggestions received during the Task Force seminar and prior experience of Task Force members in establishing centres/knowledge banks.

6. **Collective ALADIN Publication Priorities**. As soon as funds are available for preparation and printing, two types of collective ALADIN publications will be launched. One will be the development of Info Sheets on the following topics:
   - Income-generating activities for women
   - Professional development/training and education of adult educators

   The second will feature significant practices in adult education documentation and information. Names of centres and practices suggested during the seminar will be taken into consideration.

In addition, an ALADIN Corner will be included in the new "International Bulletin of Adult Education and Training" that will be launched by the UNESCO Institute for Education in December 1999. Contributions should be clearly marked "***For the ALADIN Corner***."

Funds should be sought to support the annual publication of the ALADIN directory as well as translations into French, Spanish, and Arabic.

7. **Seeking Funding Support**. A number of potential funding sources were suggested by Task Force members during the seminar. Developing a protocol for approaching these sources will be discussed on the Task Force Listserv to be established within two weeks.

8. **Extension of ALADIN's Database**. Task Force members should follow-up on the list of suggested members generated during the seminar and decide about the applications pending. Those organizations that have not applied, should be contacted and encouraged to fill out the form on the ALADIN website. The Task Force listserv will be used to vote on the organizations with pending applications. As appropriate, Task Force members will encourage ALADIN members in their regions to establish links to the ALADIN website.

9. **Promoting ALADIN**. Publicizing the existence of ALADIN should be a top priority for all ALADIN members in their publications and listservs, through conference presentations, and by promoting links to ALADIN from adult education information brokers, policy makers, NGOs, and research centres. The ALADIN site should be registered with the major automatic Internet search engines. A Powerpoint package to familiarize users with ALADIN's features should be developed. It could be used in conferences and also for training.

10. **Updating ALADIN Entries**. Updating of ALADIN member entries should be done on a regular basis.

11. **Communication within ALADIN**. ALADIN institutions in a position to assist in communicating in languages other than English (for example, French, Spanish and Arabic) should volunteer.

12. **Connecting the Unconnected**. ALADIN members without e-mail capacity should be identified and assisted to link up. They should also be encouraged to work with UNESCO HQ on the development of homepages hosted by UNESCO on an interim basis.

13. **Bank of Duplicate Publications.** The Task Force listserv will be used to determine the amount and kind of duplicate publications available for distribution to the regional nodal points (that volunteered to serve as distribution points). The regional distribution points will assume responsibility for applying the criteria decided upon during the Task Force seminar with the criterion "Lack of access to electronically available resources" to be given priority.

ANNEX 1

List of Participants

Global Community of Adult Education Through Information and Documentation: Creating an Adult Learning Documentation and Information Network (ALADIN)
EXPERT/STEERING COMMITTEE SEMINAR

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ANNEX 2

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ANNEX 3

ALADIN Publications Available from UIE

Developing a Network of Adult Learning
Documentation and Information Services
Directory of Members / Répertoire des Membres/
Directorio de los Miembros / Mitgliederverzeichnis
Ursula Giere
published by UIE with financial support of the German Federal Ministry
of Education, Science, Research and Technology (BMBF)
1998 - ISBN 92 820 0069 9 *free of charge*

Global Community of Adult Education Through Information and Documentation: Creating an Adult Learning Documentation and Information Network (ALADIN)
Expert/Steering Committee Seminar
(29-31 October 1998)
Report and Action Plan
ed. by Ursula Giere
UIE, 1998 *free of charge*

From Idea to Virtual Reality:
ALADIN - the Adult Learning Documentation and Information Network
Report of a CONFINTEA Workshop and its Follow-up
ed. by Ursula Giere and Susan Imel
UIE, 2000 - ISBN 92 820 1105-4 *free of charge*

Task Force E-mail Seminar of the Adult Learning Documentation and Information Network (ALADIN)
(15 to 20 November 1999)
Final Report
ed. by Ursula Giere and Susan Imel
UIE, 2000 *free of charge*

Please also visit our Website:
http://www.unesco.org/education/aladin

ANNEX 4

Further Publications Relevant to This Topic

CONFINTEA, Hamburg 1997 - Adult Learning and the Challenges of the 21st Century.
***A series of 29 booklets documenting workshops held at the Fifth International Conference on Adult* Education**
Booklet 2c: "Global Community of Adult Learning Through Information and Documentation: Developing a Network of Networks"

Price of the set of 29 booklets:	DM 31,00	FF 105,00	US$ 19,00
20 copies of one booklet:	DM 20,00	FF 65,00	US$ 12,00

The Building of a Network of Networks of Adult Education Documentation and Information Services - A CONFINTEA V Follow-up Project - Ursula Giere, 1998
In: *Internationales Jahrbuch der Erwachsenenbildung - International Yearbook of Adult Education*. Ed. by Joachim H. Knoll. Vol. 26. Köln, Weimar, Wien: Böhlau. pp. 130 - 140

ALADIN: An Example of Integrating Traditional and Electronic Services in the Digital Environment.
Ursula Giere and Eva Kupidura
In: *Journal of Internet Cataloging. The International Quarterly of Digital Organization,Classification, and Access*. Haworth Press. No. 1 (2000). In press